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2021–22 Course of Study

Mission Statement
Guided by the words of Paul C. Ransom, Ransom Everglades School produces graduates who "believe that they are in the world not so much for what they can get out of it as for what they can put into it." The mission of Ransom Everglades School is to provide an educational environment in which the pursuit of honor, academic excellence and intellectual growth is complemented by concern for the physical, cultural and character development of each student. The school provides rigorous college preparation that promotes the student's sense of identity, community, personal integrity and values for a productive and satisfying life, and prepares the student to lead and contribute to society.

The Ransom Everglades Seven-Year Curriculum
Our comprehensive seven-year curriculum challenges students to fulfill their greatest potential for their own intellectual growth and development as citizens of the world. Our curriculum begins with a broad exposure to core academic subjects complemented by fundamental skills building. As the seven years progress, students study subjects more analytically and more deeply, fostering communication styles with voices that are increasingly their own, developing ever more sophisticated and complex ideas, and discovering and cultivating unique interests and passions. Our college preparatory curriculum is designed to foster global perspectives as students prepare to lead empathetic lives in a world of blurred borders. Our pedagogy is student-centered and discussion-based. Our classrooms are learning venues where students discover and define problems, design solutions and construct and create knowledge, and where they appreciate the value of diverse opinions, learn to support ideas with facts, and thoughtfully and responsibly question what they are told. Technology is integrated to ensure that students can learn, adapt and excel in a connected digital world of rapid change. Experiential and interdisciplinary learning experiences are built into the academic program throughout the seven-year curriculum, giving students opportunities to forge connections among the disciplines and comprehend distinctions in the ways of knowing. Mentoring relationships between faculty members and students, teaching inspired by the Harkness method, and collaborative opportunities with classmates create a culture of teamwork and feedback that cultivates honorable and confident students who are comfortable with risk-taking and eager to be creative. A Ransom Everglades graduate is wholly prepared for the rigors of college and university life, and, more important, is equipped to contribute to society while leading a meaningful and satisfying life.

How to Use the Course of Study
The course catalog presents an overview of the curriculum and is designed to assist students as they make their course requests and to inform stakeholders about our curriculum. The description for each course explains eligibility parameters and credits earned, and communicates concisely the curriculum and expectations. Each student is expected to read these course descriptions carefully to help them make course requests that will result in a schedule that is compelling, offers a balanced workload suitable for the interests and abilities of the student, and works toward fulfillment of the graduation requirements. The graduation requirements and an overview of schedules for each grade level are located in the front pages of this guide. These, too, should help students create sensible course requests with future years in mind.

The availability of courses listed in this catalog is not guaranteed each year, and all courses may not be offered every year. The Course of Study reflects the policies and graduation requirements and the most up-to-date information available at the time of publishing in early spring. While we aim to make the Course of Study as accurate as possible, sometimes changes occur during the late spring and summer months, based on enrollment and staffing. Please check the curriculum pages of the school website for the most current information when making course requests and/or planning for a future course of study.

As you go through this guide, please note that in the department flow charts, specific required courses appear in italicized text. Courses that are not specifically required, but which are either electives or dependent on department placement and individual progress, appear in regular text.

Texts listed for all courses are representative of texts typically assigned. Texts are selected by instructors and departments each spring and summer based on availability, the evolution of the curriculum, and other factors.
To graduate from Ransom Everglades School, students must earn at least 23 course credits (plus additional PE and arts units) in the upper school, with minimum requirements in each department as described below.

Students may earn more than 23 credits. All students must be enrolled in at least five courses each semester. A full-year course is awarded one credit; a semester-long course, one-half credit. Courses taken prior to 9th grade do not earn credits toward the graduation requirements. Students entering RE after 9th grade will work with the Dean of Studies to craft an academic program that takes into account courses taken prior to enrollment at RE.

**Humanities:** 4 credits

- Forms of Literature (9th grade)
- American Literary Movements (10th grade)
- Research into Anglophone Literature (11th grade)
- Two semester electives or AP English Literature (12th grade)

**Humanities:** 3 credits

**History & Social Sciences**

- World Civilizations Since 1450 (9th grade)
- U.S. History or Advanced Placement U.S. History (10th grade)
- Elective courses (11th and/or 12th grade); students must take at least one history or social science course after 10th grade.

**STEM:** 3 credits

**Mathematics**

- Eligibility and placement are determined by department.
- Computer science courses may not be used to fulfill the mathematics requirement.

**STEM:** 3 credits

**Science**

- Three lab-science courses:
  - Biology (9th grade)
  - Chemistry or AP Chemistry (10th grade)
  - Elective courses (10th, 11th and/or 12th grade)
- Students must take at least one lab-science course after 10th grade.

**World Languages** 3 credits

- Three consecutive levels of the same world language at the upper school are required. Also see the Spanish language requirement for Ransom Everglades on page 41.
- Eligibility and placement in the appropriate level of the upper school curriculum is determined by the department.

**Arts:** 1 credit + 2 units

**Performing & Visual**

- Recommended in 9th grade
- Two units in 10th, 11th or 12th grade
  (beginning with the class of 2024):
    - One unit is earned by taking a semester arts class (two units for a full year class) or by participating in approved RE arts activities. See page 52 for more information.

**Physical Education** 1 credit + 2 units

- Required in 9th grade
- Two units in 10th, 11th or 12th grade
  - One unit is earned by taking a semester PE elective or successfully completing one season of a varsity or junior varsity sport.

**Electives** 5 credits

- Students must take at least five credits in addition to the minimum requirements in each department listed above. Students are encouraged to pursue areas of special interest while remaining committed to a curriculum that includes strength in the five core academic subject areas.
Sixth Grade at a Glance

Sixth-grade student schedules include eight course periods and time for lunch. Each sixth grader takes one elective each semester; that may be a year-long course, or two semesters of different electives.

Distinctive Sixth-Grade Experiences

- Advisory is designed using materials from the Think Give project.
- “Day on the Bay” is a program for sixth graders each fall semester in collaboration with the Shake-A-Leg Miami sailing center, a local non-profit.
- Sixth-grade students participate in a field trip to learn about their city, as part of the World Cultures and Geography curriculum.
- Sixth-grade students contribute research presentations to the campus-wide RE Energy and Climate Change Symposium.

Sixth-Grade Curriculum

Core

- *English* – English 6
- *History & Social Sciences* – World Cultures and Geography
- *Mathematics & Computer Science* – Foundations in Mathematics, Pre-Algebra, or Algebra 1; eligibility and placement are determined by the department
- *Science* – Integrated Science 1
- *World Languages* – Spanish; eligibility and placement are determined by department
- *Physical Education* – 6th-Grade Physical Education
- Introduction to Robotics (one semester)
- Performing arts or visual arts appreciation, based on choice of elective (one semester)

Electives (not all electives are offered every year)

- Drama; Dance; Beginning, Intermediate or Advanced Band; Beginning, Intermediate or Advanced String Orchestra; Chamber String Ensemble; 2-Dimensional Art; 3-Dimensional Art; Digital Art; Chinese or French (eligibility and placement are determined by department)

Seventh Grade at a Glance

Seventh-grade student schedules include eight course periods and time for lunch. Seventh graders select one elective course.

Distinctive Seventh-Grade Experiences

- Advisory is designed using five social and emotional learning competencies and informed by Harvard University’s Making Caring Common curriculum.
- Seventh-grade students participate in “American Voices,” an interdisciplinary project in their English and American history classes. This project requires research, primary source analysis, creative writing, reflection and presentation.
- Seventh-grade students have the opportunity to contribute presentations to the campus-wide RE Energy and Climate Change Symposium.
- Seventh-grade students participate in a ropes course team-building exercise during the fall semester.

Seventh-Grade Curriculum

Core

- *English* – English 7
- *History & Social Sciences* – People and Perspectives in U.S. History
- *Mathematics & Computer Science* – Pre-Algebra, Algebra 1, Algebra 2; eligibility and placement are determined by department
- *Science* – Integrated Science 2
- *World Languages* – Spanish; eligibility and placement are determined by department
- *Physical Education* – 7th-Grade Physical Education
- Introduction to Computer Programming (one semester)
- Performing arts or visual arts appreciation, based on choice of elective (one semester)

Electives (not all electives are offered every year)

- Drama; Dance; Musical Theatre; Beginning, Intermediate or Advanced Band; Beginning, Intermediate or Advanced String Orchestra; Chamber String Ensemble; Digital Art and Design; Studio Arts; Chinese or French (eligibility and placement are determined by department)
Curriculum Overview

Eighth Grade at a Glance

Eighth-grade student schedules include eight course periods and time for lunch. Two periods are allotted for electives chosen by the students.

Distinctive Eighth-Grade Experiences

- Advisory is designed using lessons and other materials from the High Resolves program.
- Eighth-grade students participate in an interdisciplinary project in their English and history classes that develops research and writing skills. The project requires information gathering, primary source analysis, organization and argumentative writing.

Eighth-Grade Curriculum

Core

- English – English 8
- History & Social Sciences – World Civilizations to 1500
- Mathematics & Computer Science – Algebra 1, Algebra 2, Geometry; eligibility and placement are determined by department
- Science – Integrated Science 3
- World Languages – Spanish; eligibility and placement are determined by department
- Physical Education – 8th-Grade Physical Education

Electives (not all electives offered every year)

- Drama; Dance; Musical Theatre; Intermediate or Advanced Band; Beginning, Intermediate or Advanced String Orchestra; Chamber String Ensemble; Jewelry and Functional Objects (semester); Drawing and Painting (semester); Sculpture and Design (semester); Introduction to Photography (semester); Digital Art and Design; Yearbook; Chinese or French; Robotics (semester); Engineering the City of the Future (semester); Programming with Python and Music Tech (semester), Speech and Debate (semester)
- All students must complete two semesters of visual art and two semesters of performing art during their middle school years. Students who have not fulfilled this requirement prior to the eighth grade will be required to satisfy this requirement in the eighth grade through their choice of electives.
Ninth Grade at a Glance

Freshmen take English 9, World Civilizations Since 1450, Biology, and Physical Education. Freshmen must also request a mathematics course and a world languages course at a level based on the recommendation and approval of those respective departments. Freshmen are also required to take an elective course, which may be a performing or visual arts course, a speech and debate course, a computer science course or a second world language course.

Distinctive Ninth-Grade Experiences

- After learning the fundamentals of canoeing and navigation in their PE class in the first semester, freshmen participate in the Outward Bound Everglades experience in January.
- As part of their study of biology, freshmen jointly conduct a research project in which students collect data from various sites in Biscayne Bay and apply their conclusions in an original report.
- Freshmen participate in the Health Information Project (HIP), a conversational health curriculum covering topics including stress, nutrition, anxiety and relationships, guided by trained 11th- and 12th-grade student leaders.
- The High Resolves citizenship and leadership curriculum is integrated into the advisory program.

Summer

Students are encouraged to spend time with their families during the summer. Summer is also a good time to pursue study in an area of special interest, obtain an internship or gain work experience. Students may want to explore a course as part of Summer at RE or seek an internship through RE’s Summer Learning Through Internships and Mentoring program. Information regarding both of these can be found on the school website.

Ninth-Grade Curriculum

Core

- English – English 9: Forms of Literature
- History & Social Sciences – World Civilizations Since 1450
- Mathematics & Computer Science – Geometry (Algebra-based) or Geometry (Proof-based); eligibility and placement are determined by department
- Science – Biology
- World Languages – Chinese, French, Portuguese and/or Spanish; eligibility and placement are determined by department
- Physical Education – Physical Education (bay studies, sailing, swimming, fitness, CPR/AED/first aid)

Electives

- Each student takes an elective course in at least one of the following areas: computer science, performing arts, speech and debate, visual arts, world languages
Tenth Grade at a Glance

Sophomores take English 10 and continue their course of study in a world language. Sophomores are required to take either U.S. History or AP U.S. History, either Chemistry or AP Chemistry, and a mathematics course at a level determined by the department. Whatever the combination, all students must carry at least five core academic courses each semester.

Distinctive Tenth-Grade Experiences

- A research essay or project is required of all students as part of their study of U.S. history.
- The High Resolves citizenship and leadership curriculum is integrated into the advisory program.
- Sophomores play a role in the planning and execution of St. Alban’s Day, an annual holiday festival for local pre-school children held at Ransom Everglades for more than 40 years.

Summer

Students are encouraged to spend time with their families during the summer. Summer is also a good time to pursue study in an area of special interest, obtain an internship or gain work experience. Students may want to explore a course as part of Summer at RE or seek an internship through RE’s Summer Learning Through Internships and Mentoring program. Information regarding both of these can be found on the school website.

Tenth-Grade Curriculum

Core

- English – English 10: American Literary Movements
- History & Social Sciences – United States History or AP United States History
- Mathematics & Computer Science – Algebra 2, Precalculus, Analytic Precalculus; eligibility and placement are determined by the department
- Science – Chemistry or AP Chemistry
- World Languages – Chinese, French, Portuguese and/or Spanish; eligibility and placement are determined by the department

Electives

- Students may take elective courses in one or more of the following areas: computer science, performing arts, science, speech and debate, visual arts, world languages.
- Students must earn one course credit and two additional units in the arts in order to graduate. A unit may be earned in one of the following ways:
  - one semester in an arts class
  - participation in approved RE arts activities; see page 52 for additional information

Physical Education and Athletics

- Students must earn two units in physical education after the freshman year. A unit may be earned in one of the following ways:
  - a one-semester elective in physical education
  - one season of a junior varsity or varsity sport
Eleventh Grade at a Glance

All juniors take English 11. Juniors are strongly encouraged to take at least one course in each of the other four core academic areas (history and social sciences, mathematics, science and world languages). Whatever the combination, all students must carry at least five academic courses each semester.

Distinctive Eleventh-Grade Experiences

- A research essay or project is required of all juniors as part of the English 11: Research Into Anglophone Literature course.
- The High Resolves citizenship and leadership curriculum is integrated into the advisory program.
- With the approval of the class dean, juniors may take a course in the Global Online Academy. GOA courses earn graduation credits and are included on RE transcripts. GOA course grades are included in the calculation of the student’s GPA.
- Juniors may propose an independent study project for one semester or one year to pursue a course of study that is unavailable to them in the regular curriculum.
- Each junior will be assigned a personal college counselor by early in the second semester and begin meeting with that college counselor in the second semester.

Summer

- Students are encouraged to spend time with their families during the summer. Summer is also a good time to pursue study in an area of special interest, Obtain an internship or gain work experience. Students may want to explore a course as part of Summer at RE or seek an internship through RE’s Summer Learning Through Internships and Mentoring program. Information regarding both of these can be found on the school website.
- Juniors are eligible to apply for the Dan Leslie Bowden Fellowships in the Humanities. The fellowships offer funding for summer study, travel and research in the humanities.
- The summer between the 11th and 12th grades is an ideal time for visiting college campuses.

Eleventh-Grade Curriculum

Core

- English – English 11: Research into Anglophone Literature
- History & Social Sciences – Elective courses; eligibility and placement are determined by department
- Mathematics & Computer Science – Elective courses; eligibility and placement are determined by department
- Science – Elective courses; eligibility and placement are determined by department
- World Languages – Chinese, French, Portuguese and/or Spanish; eligibility and placement are determined by the department

Electives

- Students may take elective courses in any subject in 11th grade.
- Beginning with the Class of 2024, students must earn one course credit and two additional units in the arts in order to graduate. A unit may be earned in one of the following ways:
  ▪ one semester in an arts class
  ▪ participation in approved RE arts activities; see page 52 for additional information

Physical Education and Athletics

- Students must earn two units in physical education after the freshman year. A unit may be earned in one of the following ways:
  ▪ a one-semester elective in physical education
  ▪ one season of a junior varsity or varsity sport
Curriculum Overview

Twelfth Grade at a Glance

Seniors are required to take an English course each semester and are strongly encouraged to take at least one course in each of the other four core academic areas (history and social sciences, mathematics, science and world languages). Whatever the combination, all students must carry at least five core academic courses each semester.

Seniors often have in their schedules periods during which a class is not scheduled. These are good times to do homework, collaborate with classmates, seek extra help from teachers, use the practice rooms or fitness center, and make progress on the college application process. Though it is not encouraged, seniors may leave campus during free periods. This privilege is granted to seniors to recognize an increased level of maturity. Seniors who do not demonstrate that they are able to fulfill the commitments and responsibilities expected of them may have this privilege revoked at any time.

Distinctive Twelfth-Grade Experiences

- Seniors begin the school year with a class retreat to the Circle F Dude Ranch in the days before classes begin.
- With the approval of the class dean, seniors may take a course in the Global Online Academy. GOA courses earn graduation credits and are included on RE transcripts. GOA course grades are included in the calculation of the student’s GPA.
- Seniors may propose an independent study project for one semester or one year to pursue a course of study that is unavailable to them in the regular curriculum.
- Seniors should keep in mind that the college application process will be a significant commitment, especially during the fall semester.

Twelfth-Grade Curriculum

Core

- **English** – AP English or two semester English electives
- **History & Social Sciences** – Elective courses; eligibility and placement are determined by department
- **Mathematics & Computer Science** – Elective courses; eligibility and placement are determined by department
- **Science** – Elective courses; eligibility and placement are determined by department
- **World Languages** – Chinese, French, Portuguese and/or Spanish; eligibility and placement are determined by department

Electives

- Students may take elective courses in any subject in 12th grade
- Beginning with the Class of 2024, seniors who have not earned at least two arts units prior to senior year must enroll in an arts course, even if they are planning to participate in Dance Team, drama productions, or other approved arts activities.

Physical Education and Athletics

- Students must earn two units in physical education after the freshman year. A unit may be earned in one of the following ways:
  - a one-semester elective in physical education
  - one season of a junior varsity or varsity sport
- Rising seniors who have not earned at least two units in physical education or athletics (varsity or junior varsity sport) prior to the second semester of the senior year must enroll in an elective course in the beginning of the spring semester, even if they are planning to play a sport.
The Humanities Department at Ransom Everglades promotes students’ exploration of the breadth and depth of the human experience, guiding their efforts to lead examined and meaningful lives. In keeping with the school’s mission, we encourage students to interrogate their role in society and to advocate for the just and the good. Mastery of communication skills, an integrated understanding of historical, literary, and cultural ideas, and a capacity for creative, scholarly, and moral thinking are essential to these endeavors.

**English Curriculum**

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**Grade 12**
- Semester Electives
- American Short Fiction
- Comic Relief in Literature
- Creative Writing: Personal Narrative
- Creative Writing: Poetry and Short Fiction
- Creative Writing: Screenwriting
- Crime Fiction
- The Culture of Desire
- Digital Narrative
- The Haunting of James Manor
- Introduction to Literary Theory
- Journalism and Media Studies
- Literature of Adventure
- Science Fiction and Social Change
- Voices From the Inside
- World Mythology

**Additional Guidelines**
- Other than AP English Literature, all 12th-grade English courses meet for one semester. Semesters and sections will be assigned based on student interest and faculty availability. Not all elective courses are offered every year.

**Humanities Department Chair:** Ms. Jennifer Nero  
**Middle School English Coordinator:** Ms. Jody Salzinger  
**Upper School English Coordinator:** Dr. Matthew Helmers
Humanities Department

History and Social Sciences Curriculum

Grade 6
World Cultures and Geography

Grade 7
People and Perspectives in U.S. History

Grade 8
World Civilizations to 1500

Grade 9
World Civilizations Since 1450
Introduction to Speech and Debate

Grade 10
U.S. History or AP U.S. History
Introduction to Speech and Debate
Advanced Speech and Debate

Grades 11 & 12
Full-Year Courses
Global Studies and Entrepreneurship
Latin American Studies
Living Religions
The History of Florida
Seminar in Philosophy
United States Government
AP Art History
AP Comparative Government and Politics
AP European History
AP Macroeconomics / AP Microeconomics
AP Psychology

AP U.S. Government and Politics
AP World History
Introduction to Speech and Debate
Advanced Speech and Debate

Semester Courses
Capitalism in America
International Law and Human Rights
Principles of Economics
Represent: Black Voices in Social Movements
The Roots and Legacy of 9/11
The U.S. Criminal Justice System

Additional Guidelines
• Students may not take both Principles of Economics and AP Economics, or both U.S. Government and AP U.S. Government and Politics.
• Speech and debate courses are taken as general electives; they do not satisfy the history and social science graduation requirement.
• Not all elective courses are offered every year.

Humanities Department Chair: Ms. Jennifer Nero
Middle School History and Social Sciences Coordinator: Mr. Joe Mauro
Upper School History and Social Sciences Coordinator: Dr. Jonathan Scholl
Humanities Department: English Courses

Middle School Courses

English 6
Required for all students in grade 6

In English 6, students focus on becoming critical readers, writers and thinkers. The course is discussion based, and students are introduced to the full writing process including properly using grammar conventions, finding and citing reliable sources, and applying these skills to writing across the curriculum. Students explore various modalities of writing as they read a range of literature. Through collaboration between the English and History & Social Sciences departments, students approach some of the literature in a historical context, forging connections between the two disciplines with a particular emphasis on world cultures. In addition, projects provide a creative outlet for students to explore the literature.

Texts: The Thing About Jellyfish, Ali Benjamin; Gods and Heroes, Korwin Briggs; Seat, Carl Hiaasen; A Long Walk to Water, Linda Sue Park; Red Scarf Girl, Ji-li Jiang; Refugee, Alan Gratz; Rules of the Game I: Grammar through Discovery, Mary Page et al.

English 7
Required for all students in grade 7

English 7 is designed to challenge students to reach higher levels of literacy. Students focus on becoming critical readers, writers and thinkers through an approach that integrates writing, reading, speaking and listening, with particular emphasis on reading and writing. Students will build upon the writing skills learned in English 6 to gain a level of competency that will be reflected across the curriculum as they collect and cite appropriate and reliable sources. The first semester focuses on dystopian literature, and the second semester focuses on human rights. An interdisciplinary project on human rights (“American Voices”) enables students to experiment with many genres of written expression. Course materials include novels, short stories, graphic novels, poetry, plays, student writing and a grammar book.

Texts: The House of the Scorpion, Nancy Farmer; The Giver, Lois Lowry; The Outsiders, S.E. Hinton; The House on Mango Street, Sandra Cisneros; March, John Lewis; The Glory Field, Walter Dean Myers; various short stories; Rules of the Game II: Grammar through Discovery, Mary Page et al.

English 8
Required for all students in grade 8

In English 8, students continue to develop the skills and concepts learned in English 7. The curriculum challenges students to achieve higher levels of literacy, and there is a focus on classical literature. The reading material is more complex, and expectations for written work are heightened. Students hone their research skills, including finding and citing reliable sources, while writing research essays. Course materials include various literary genres such as novels, short stories and poetry, as well as student writing and a grammar book.

Texts: Little Worlds, Peter Guthrie and Mary Page; Romeo and Juliet, William Shakespeare; The Odyssey, Homer (Fagles translation); To Kill a Mockingbird, Harper Lee; Giggly Guide to Grammar, Cathy Campbell

Upper School Courses

English 9: Forms of Literature
Required for all students in grade 9

Literature occurs in discrete forms across cultures and histories. This course introduces the three major forms of literature: prose, verse and drama. Students read representative texts from a variety of cultures and time-periods, focusing on the similarities in form while exploring the uniqueness of those civilizations’ beliefs. By undertaking formal analysis, students perfect their critical vocabulary and grammar knowledge, and they learn to articulate thematic understandings of texts anchored in close-reading practices. In order to demonstrate and refine their understanding, students write regularly. They understand writing as a process that includes workshopping, peer-review and individual conference. Discussion remains a cornerstone of the pedagogy, and students arrive at class ready to explore the formal qualities of literature.

Texts: Oedipus Rex, Sophocles; The Tragedy of Macbeth, William Shakespeare; Siddhartha, Herman Hesse; Annie John, Jamaica Kincaid; Kitchen, Banana Yoshimoto; “Master Harold”... and the Boys, Athol Fugard; “The Book of Ruth”; “The Headstrong Historian,” Chimamanda Ngozi Adichie; “The Lone Ranger and Tonto Fistfight in Heaven,” Sherman Alexie; “A Wall of Fire Rising,” Edwidge Danticat; selected short stories from Hanan al Shaykh, Gabriel Garcia Marquez and others; poetry from the Tang Dynasty; Essential Literary Terms, Sharon Hamilton; The Making of a Poem, by Eavan Boland and Mark Strand

English 10: American Literary Movements
Required for all students in grade 10

Literature arises as part of a larger cultural narrative. This narrative is often sequenced as a historical progression of beliefs known as “literary movements.” In English 10, students read key texts from the living American canon, understand the characteristic features of each literary movement and refine...
their study of form. Central to these texts, movements and forms is the recurrent thematic question: What does it mean to be an American? In partnership with History & Social Sciences, students study the writers, scholars, activists, and dissidents who articulated their answers to this question. Students understand the inclusionary and exclusionary tactics of each movement and how we can read with and against these tactics in forming our understanding of American cultural movements. Daily discussion and regular writing assignments reinforce the critical vocabulary from English 9. As with all English classes, writing occurs as a process in which students take ownership, seeking the support they need from regular instructor office hours. Through discussion, reading, and writing, students learn to distinguish between the thematic, formal and cultural affirmations of America’s major literary movements.

Texts: The Norton Anthology of American Literature, including Native American oral literature, essays by Ralph Waldo Emerson and Henry David Thoreau, poetry of Emily Dickinson and Walt Whitman; The Adventures of Huckleberry Finn, Mark Twain; The Awakening, Kate Chopin; Passing, Nella Larson; Death of a Salesman, Arthur Miller; short fiction from N. Scottt Momaday, Toni Morrison, Ursula K. LeGuin, James Baldwin, Junot Díaz; and other selected poems, stories and essays

English 11: Research into Anglophone Literature
Required for all students in grade 11

Literature exists within an ongoing scholarly debate. This course brings students’ existing knowledge of movement and form into dialogue with the wider scholastic community. In preparation for a research paper, students master their ability to read for form, movement and theme by delving deep into core texts from the Anglophone canon. Students spend significant time with each major work in order to generate analyses that are nuanced, well-defended and, eventually, incorporate research. Class discussions serve as models for responding to alternate readings of texts; students are expected to prepare for class with secondary research into their nightly reading.

Texts: The Canterbury Tales, Geoffrey Chaucer; Othello, William Shakespeare; Frankenstein, Mary Shelley; Jane Eyre, Emily Bronte; Heart of Darkness, Joseph Conrad; Brave New World, Aldous Huxley; Wide Sargasso Sea, Jean Rhys; Arcadia, Tom Stoppard; The White Tiger, Aravind Adiga; and selected poems, stories and essays

Note: Although English 11 is not specifically geared toward the AP English Language and Composition Exam, juniors are encouraged to take this exam in May. The English Department faculty offers assistance with preparation for the AP exam in the second semester for those students wishing to sit for the exam.

English 12: Advanced Placement English Literature
Open to students in grade 12
Prerequisite: Department approval

This year-long class is for students who plan to take the Advanced Placement English Literature and Composition Exam. It is the equivalent of a first-year college English course. In a seminar format, students engage in a close study of poetry, drama and the novel. Writing focuses heavily on the critical analysis of literature, though the course also incorporates less formal writing styles. Through close reading, discussion and frequent writing, students sharpen reading, thinking and writing skills while exploring a wide variety of classic and contemporary literature.

Texts: Pride and Prejudice, Jane Austen; The Handmaid’s Tale, Margaret Atwood; A Doll’s House, Henrik Ibsen; 12th Night, or What You Will, William Shakespeare; Woman at Point Zero, Nawal El Saadawi; Beloved, Toni Morrison; Slaughterhouse Five, Kurt Vonnegut; Equus, Peter Schaffer; as well as a variety of lyric and narrative poetry

English 12 Semester Electives
Open to students in grade 12

The English program for seniors provides students with the opportunity to select from a variety of elective courses. While the scheduling office seeks to give students their top choices of electives, as is the case with all course requests, this is not always possible. Electives are intellectually challenging courses, intended to furnish substantial and valuable preparation for the demands of college English. Electives require close reading of literature, discussion, collaborative work, oral reports and a range of writing exercises from frequent informal responses to passage analyses and formal critical essays.

American Short Fiction

This course explores American short fiction with a literary studies approach. This survey of American short fiction combines classic works with many “unexpected” gems. Students explore a wealth of important pieces by a diverse selection of writers. Each week, students examine thematic pairings of short fiction and examine those stories with various critical methodologies (including gender studies, psychoanalytical criticism, formalism, new criticism, biographical criticism). These critical methodologies are studied and applied through weekly critical roundtable discussions, presentations and assignments. Students write analytical responses in the course of their study, and they complete a passion project related to the story of their choice. Passion projects have taken a number of different forms, from websites and films to short stories and artistic interpretations.
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Comic Relief in Literature

This course offers a cross-cultural, interdisciplinary and historical examination of the role and function of the comic in society and in literature across time. Students study satire and irony as rhetorical devices and subversive tools. Humor often allows the expression of thoughts that society suppresses, forbids and defines as taboo; humor can let out what Sigmund Freud calls “forbidden thoughts,” or what Plato in the Philebus sees as “ridiculing the weak.” Tracking the history of comedy from ancient Greece, students also explore how comedy can often be serious in its objective to combat the ridicule and pain that social groups feel due to criticism and oppression because of their religion, gender or race. Students study the use of the comic in a variety of genres such as short stories, plays, novels, film, cartoons and sitcoms. Students read these texts with sensitivity, using critical thinking and analytical tools to deconstruct the materials. Applying Freudian theory, the class examines the morphology and technique of jokes. Students write analytical papers and conduct research that considers primary and secondary sources. Students gain an understanding of the psychology of jokes and humor within diverse cultural backgrounds.

Texts: The Importance of Being Earnest, Oscar Wilde; Candide, Voltaire; Poetics, Aristotle; Jokes and Their Relation to the Unconscious, Sigmund Freud; “Learning to Laugh: Humor as Therapy,” Elaine Pasquali; Tina Fey; Sara Silverman; excerpts from Earth, Jon Stuart; Curb Your Enthusiasm, Larry David; Blazing Saddles, dir. Mel Brooks; The Producers, dir. Mel Brooks; This is a Book, Demetri Martin; The Book of Mormon, Trey Parker, Robert Lopez and Matt Stone; “Never is Now,” Sasha Baron Cohen; Born a Crime, Trevor Noah

Creative Writing: Personal Narrative

This course explores and practices forms of non-fiction writing, with an emphasis on personal narrative. Students start with the nuts and bolts of the writing craft, reading and discussing chapters from William Zinsser’s On Writing Well in order to develop technique and avoid novice writer pitfalls. The course is workshop based, so students share and discuss their nonfiction works and the works of their peers in an atmosphere that is supportive and challenging. Exercising listening and response skills is an essential part of the democratic workshop practice. Students read and analyze the works of published authors from the Touchstone Anthology, and also watch video clips of acclaimed authors discussing the writing process. Students learn to think and read like writers and, in so doing, are exposed to writing as a culture. The course intends to spark students’ creative passions. Some of the themes and topics developed include the self-portrait, humor, the experience of nature, daily routine, travel, family and local culture.

Texts: On Writing Well, William Zinsser; Me Talk Pretty One Day, David Sedaris; In God We Trust: All Others Pay Cash, Jean Shepherd; Black Ice, Lorene Cary; Slouching Towards Bethlehem, Joan Didion; and The Touchstone Anthology of Contemporary Creative Nonfiction

Creative Writing: Screenwriting

Students in this course study narration as a thought mode and mode of writing, principally through the genre of screenplays. By studying sophisticated and classic screenplays, students enhance their ability to read and understand the relationship between visual images and written/spoken language that is prevalent in so much of our modern media. Moreover, students deepen this understanding by writing their own one-act screenplays. In exploring the process of screenwriting, students practice the art of storytelling. Thus, they deepen their understanding of storytelling techniques such as character development, plotting and sequencing. The writing workshop is an important methodology of the class; students’ own work is at the center of discussions employing the writer’s workshop. Students also work in groups to create a short film from one of their screenplays.

Texts: Selected screenplays (e.g. Casablanca, Dead Poets Society, Back to the Future, The Shawshank Redemption), The Screenwriter’s Workbook, Syd Field; Story: Substance, Structure, Style and the Principles of Screenwriting, Robert McKee
Crime Fiction

This course traces the rich history of crime and detective fiction, a genre that the reading public embraces though critics have often wrongfully dismissed it. In fact, crime fiction — the pursuit of the guilty/accused by forces of social order — can reveal shifts in the community’s suspicion of “otherness.” The course examines how cultural/sexual/racial/class difference affects our ideas of innocence and wrongdoing. Students trace these evolving perceptions of criminality and justice from Edwardian anxieties about disorder and immigration to the machismo of West-coast hardboiled fiction to the racial tensions of American crime fiction to the recent outpouring of crime fiction titles from female authors. Students can expect to participate in group presentations on interpretive/critical issues, such as feminism, Marxism, psychoanalysis, etc.; lead and participate in Harkness discussions; review films about crime (including Noir standards: The Godfather trilogy, the Mœrin series and Parasite); and regularly write short-response essays.

Texts: short fiction by Edgar Allan Poe and Arthur Conan Doyle; In Cold Blood, Truman Capote; The Postman Always Rings Twice, James M. Cain; The Big Sleep, Raymond Chandler; The Talented Mr. Ripley, Patricia Highsmith; Devil in a Blue Dress, Walter Mosley; Dark Objects, Gillian Flynn; The Paying Guests, Sarah Waters; My Sister, the Serial Killer, Oyinkan Braithwaite.

The Culture of Desire

Welcome to the academic exploration of desire, sex, sexuality and taboo. This class follows renowned philosopher Michel Foucault’s scandalous text on the modern invention of sexuality in order to sketch out the contemporary disciplining of pleasure. Students will begin by studying historical documents on the psychology of desire. We will then move forward through philosophic, biologic, legal and literary texts in our attempt to understand sexuality. Students can expect group presentations, panel discussions and multimedia responses, as well as guest classes by researchers from local universities.

Texts: excerpts from the following — The History of Sexuality: An Introduction, Part One, Michel Foucault; Discipline and Punish, Michel Foucault; Three Essays on the Theory of Sexuality, Sigmund Freud; Psychopathia Sexualis, Richard von Krafft-Ebing; Little Essays of Love and Virtue, Havelock Ellis; The Second Sex, Simone deBeauvoir; Ecrits, Jacques Lacan; Toward an Anthropology of Women, ed. Rayna Reiter; Homos, Leo Bersani; Epistemology of the Closet, Eve Sedgwick; Gender Trouble, Judith Butler; No Future, Lee Edelman; Don’t, Janet Halley; Lawrence v. Texas, as well as contemporary media on sexuality chosen by students.

Digital Narrative

It’s tempting to think of digital technology as the enemy of literature. In her trailblazing study Hamlet on the Holodeck, the media scholar Janet H. Murray argues quite the opposite: the computer is “the child of print culture,” a powerful representational medium of its own that promises to continue the evolution of storytelling and “reshape the spectrum of narrative expression.” In this course, students think about how the unique affordances of digital technology (e.g. its ability to create an inhabitable virtual world, or its ability to invite the participation of the “player”) allow for different modes of storytelling. What kinds of stories can we tell using digital technology that we wouldn’t have been able to tell as effectively using the linear medium of print? In particular, we focus our attention on critical analysis of video games, a medium that is culturally significant, aesthetically complex, yet not often subjected to deep analytical scrutiny. How do games work as narrative artifacts? How do they use their unique form to convey philosophical or political ideas — about identity, human nature, social structures, violence, etc.? How might we extract meaning and insight from what they allow us to do and where they allow us to be? In the latter part of the course, students put these questions and ideas into practice by writing and coding their own interactive fiction project using the platform Twine.

Texts: Excerpts from several works of game criticism, including Hamlet on the Holodeck, Janet H. Murray; Persuasive Games, Ian Bogost; Gamelife, Michael W. Clune; Coin-Operated Americans, Carly Kocurek; Rise of the Videogame Zinesters, Anna Anthropy; and How Pac-Man Eats, Noah Wardrip-Fruin. The course will also be supplemented by theoretical and sociological readings such as Simulacra and Simulation, Jean Baudrillard; The Postmodern Condition, Jean-Francois Lyotard; and Homo Ludens, Johan Huizinga. Games include: What Remains of Edith Finch; The Stanley Parable; Papers, Please; Return of the Obra Dinn; and In Other Waters.

From Aristotle to Donald Duck: An Introduction to Literary Theory

Through the junior year at RE, courses introduce students to a small corner of the literary universe; this class introduces the rest. Through an exploration of seemingly obvious questions, students discover that the daily functioning of language and the world are far more precariously than previously thought. What is language? How does it work? What happens when it doesn’t? What is a symbol? What is a structure? After discussing these questions, students select any primary text they’re interested in — from Phineas and Ferb, to Superman comic books to Rihanna’s music videos. Students then examine that topic with a particular
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literary theory — again of their choice. This individual project is supplemented with group presentations.


Students will select their own primary texts from pop-culture artifacts in order to explore the principles of these theorists. Example selections: Phineas and Ferb, Shakira’s “Laundry Service” album, the films of Hayao Miyazaki, the Netflix series The Chilling Adventures of Sabrina, the history of Halloween, H.P. Lovecraft’s “The Call of Cthulu” and the fashion trend of legwarmers

The Haunting of James Manor

Experience the horror of confronting your own madness in a class that explores Henry James’s The Turn of The Screw. James’s father was a professional ghost-hunter, seeking to prove the existence of God. James’s brother was America’s first psychologists, seeking a cure for their sister’s insanity. And he was a famed author, recovering from a period of critical failure as a new century dawned in America. Together, they formed one of the most renowned scholastic families: The Jameses. This discussion-based class includes deep dives into the essays of James’s brother and father — in order to prepare us for James’s master work The Turn of The Screw, a novella in which a potentially insane governess tries to save two children from the psychic assaults of the house’s ghosts. Class projects will involve creative and academic interpretations of James’s text, as well as group-work critiques of the contemporary adaptations The Turning and The Haunting of Bly Manor.


Journalism and Media Studies

Combining media studies with real journalistic practice, this course is designed to help students gain a better understanding of the increasingly complex and multifaceted world of the modern news media. Students in the Journalism and Media Studies course comprise the core writing and editing staff of The Catalyst, RE’s student newspaper, and develop interviewing, research and writing skills by learning to write articles in several genres over the course of the semester: hard news, features, op-eds, arts and sports. Students also rotate through roles that manage various aspects of the publication process, including copy-editing, photography, web layout and social media. Along the way, in class discussions as well as case studies and analytical exercises, the course looks at traditional and digital media, the media industry, and the way our political, social and economic spheres are influenced by media messaging. We consider the role of the media in a democracy and in today’s cultural and political climate, exploring the consequences of the erosion of traditional news publications and of news being disseminated via social media; we also consider and critique the many structural obstacles that impede our ability to be well-informed citizens and media consumers today.

Texts: Hate Inc.: How Today’s Media Makes Us Despise One Another, Matt Taibbi; additional readings are selected based on current media coverage.

Literature of Adventure

Literature of Adventure examines fiction, essays, biographies, and films in which daring explorers push the boundaries of human possibility and knowledge. The course explores extreme climates and circumstances: rafting the length of the Amazon; walking by tightrope across the tallest buildings in the world; scaling Everest; enduring a thousand-mile hike along the Pacific Crest Trail. The explorers hail from diverse backgrounds: a gay man who makes peace with his identity over a 14,000-mile bike ride from Oregon to Argentina; a Victorian woman who escapes English gender norms to explore the Middle East; a black man who is thought to be the first person to reach the North Pole. Students ask why people seek out such experiences, what it’s like to live life “on knife’s edge,” and what they (and we) can learn from their experiences in new environments, cultures and physical states.

Texts: To Shake the Sleeping Self, Jedidiah Jenkins; excerpts from Points Unknown: The Greatest Adventure Writing of the Twentieth Century; Into Thin Air, Jon Krakauer; Wild, Cheryl
World Mythology

This course examines the universality of human experience by looking at myths across human cultures and through time, from ancient Hebrew and ancient Greek literature to the Harry Potter phenomenon. The course is interdisciplinary in nature, incorporating psychological, anthropological, theological and historical perspectives in an attempt to identify archetypal patterns and values that shape our society. Modern myths are explored both in relation to their meaning in our society and as windows into the ancient cultures that created them. The exposure to a wide range of myths from different cultures and civilizations develops students' sensitivity to and respect for our differences as well as our shared heritage. The class invites students to demonstrate their engagement with the literature through various forms that include: collaborative work and projects, writing your own myth story and making a short movie, discussions, passage analysis, papers and journals.

Texts: selections from the Old Testament and Torah; Alcestis, Euripides; stories from One Thousand and One Nights, Library of Apollodorus; The Mists of Avalon (Book I), Marion Zimmer Bradley; Mythologies, Roland Barthes; The Hero with a Thousand Faces, Joseph Campbell; excerpt from The Myth of the Birth of the Hero: A Psychological Exploration of Myth, Otto Rank’s; The Archetypes and the Collective Unconscious, Carl Jung; Star Wars, dir. George Lucas; Harry Potter and the Philosopher’s Stone, J.K Rowling

Science Fiction and Social Change

This course introduces students to a range of works in the science fiction genre, from its origins in the late 19th century with H.G. Wells, through 20th-century classics by Isaac Asimov, Ray Bradbury and Orson Scott Card, all the way to the 21st-century “Afrofuturism” of Octavia Butler. We will consider how this genre differs from similar ones, such as fantasy, and explore its cultural stakes, especially when it comes to confronting the Other. How might science fiction offer “salvation,” as Isaac Asimov suggested, to a world struggling with racial injustice and economic disparity alongside ever-accelerating technological developments? To what extent can science fiction change, or, at least influence, the world? Why is science fiction a particularly powerful medium for social change? Students demonstrate their thoughtful engagement with these guiding questions through discussion, organized debate, exploratory writing exercises, outlines, analytical essays, creative writing and analysis of critical scholarship.

Texts: Ender’s Game, Orson Scott Card; The War of the Worlds, H.G. Wells; Fledgling, Octavia Butler; selected short stories by Isaac Asimov, Ray Bradbury, Neil Gaiman, James Tiptree Jr., and Ted Chiang; and selected episodes of Black Mirror and Love, Death, and Robots

Voices from the Inside

This course provides students with the means to think critically about an array of social issues related to mass incarceration. Through a study of fiction and non-fiction written from within and/or about prison, students explore various ways in which societies discipline their members, and how the values of society are reflected by their systems of discipline and rehabilitation. Students examine how race, class and gender relate to carceral systems by reading texts representing multiple voices and experiences. Throughout the course, students produce a variety of modes of writing, ranging from reflection to research, as they explore the enduring centrality of the prison.

Texts: “In the Penal Colony,” Franz Kafka; Woman At Point Zero, Nawal El Saadawi; “Letter from Birmingham Jail,” Martin Luther King, Jr.; Man’s Search for Meaning, Viktor Frankl; Discipline and Punish, Michel Foucault; A Place to Stand, Santiago Baca; Soledad Brother, George Jackson; In the Name of the Father, dir. Jim Sheridan; Dead Man Walking, dir. Tim Robbins; The Shawshank Redemption, dir. Frank Darabont; and The House I Live In, dir. Eugene Jarecki.
World Civilizations to 1500
Required for all students in grade 8
Students spend the first semester exploring the origins of civilizations as they study four ancient river valley civilizations (Sumer, Egypt, China and India). In the second semester, students study European civilizations through the Middle Ages, the rise of Islam, and civilizations in West Africa, Mesoamerica, and East Asia. They conclude the year by studying the beginnings of the Age of Exploration, in preparation for the ninth grade World Civilizations class. This program concentrates on a variety of study skills such as note taking, critical thinking, problem solving, expository writing and graph and map reading. Student-centered, discussion based learning is utilized to help students take ownership of their learning. Art history is incorporated, encouraging students to gain an artistic appreciation of history.

Text: World History: Volume I, Elizabeth Ellis and Anthony Esler

Speech & Debate: A Survey Course in Communication Studies
Open to students in grade 8 (one semester)
The goal of this course is to develop confident, skilled and ethical communicators through a project-based curriculum. The ability to construct informed opinions and communicate with others is an invaluable life skill. In this course students develop an understanding of fundamental communication principles and apply them through practice. Students engage in icebreakers, energizers and games that practice foundational communication skills as a complement to diving into scholarship and theory. Assessments focus on the ability to articulate core concepts through argument construction, public presentations and group work. Core skills developed include self-awareness, empathy, interpersonal communication, defining problems and collaboration.

Text: A History of US, Joy Hakim
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Upper School Courses (full year)

World Civilizations Since 1450
Required for all students in grade 9

This course continues the world civilizations program begun in the eighth grade, familiarizing students with the development of civilizations since the mid-15th century. An interdisciplinary approach integrates art history, literature and world religions with the study of history. The course is thematic and chronological, starting with the age of exploration and finishing with a study of contemporary trends in globalization. Students analyze within the three contexts of continuity and change over time, comparison and contrast, and making connections. The course is designed to build students’ foundational reading, critical thinking, and reasoning skills through exposure to a wide variety of different perspectives and types of evidence, and it places particular emphasis on the development of explanatory and argumentative writing.

Texts: Ways of the World, Robert Strayer; Things Fall Apart, Chinua Achebe; Night, Elie Wiesel; selected primary sources and additional readings

United States History
One course in U.S. history is required for students in grade 10

Prerequisite: World Civilizations

United States History offers a broad survey of the development of American society from before the founding of the North American colonies to the present. The course provides students with knowledge and appreciation of the people and events responsible for the development of the United States, with emphasis on the experiences of and contributions to the nation made by minority groups in American society. While the content is structured around political and social history, considerable attention is also paid to economics, geography, religion, sociology, literature, music, visual arts and popular culture in American history. Students read a comprehensive text and other materials, including primary and secondary sources. Selective use is made of films, maps and video programs. Students undertake a variety of assessments (projects, debates, discussions, mock trials, essays, etc.) to broaden their understanding of American history. A medium-length research essay is required for the completion of this course.

Texts: Give Me Liberty!: An American History, Eric Foner (6th ed.); additional primary and secondary source readings selected to underscore diverse experiences and points of view

Advanced Placement United States History
One course in U.S. history is required for students in grade 10
Prerequisite: World Civilizations and department approval

Students in this course explore the history of the United States from the pre-Columbian period through the present day and come to appreciate the relevance of the history of the United States in their own lives. They also prepare to sit for the Advanced Placement Examination in United States History. Students examine the history of the United States by focusing on several major themes that run throughout the course: westward and overseas expansion, fluctuations in the social class structure, the experiences of Native American peoples, the effects of technological changes, women’s and racial minorities’ struggles for equal rights and opportunities, the evolution of American political philosophies, and the role of religion and morality in American life. In addition to studying these ideas, the development of communication (oral and written) and critical-thinking skills is at the heart of the course. Completion of a significant reading schedule and regular writing assignments, and engagement in an active classroom setting are expected. The reading schedule includes a compelling textbook as well as additional secondary and primary sources representing the political, economic, social and cultural history of the United States. In addition to routine essays requiring analysis and synthesis, the major writing assignment of the course is a research essay on a historical topic of the student’s choosing based on independent research, the interpretation of primary and secondary sources and the crafting of an original argument. The course is conducted in a similar manner to that of a college course; students are required to be both independent and collaborative learners, and to manage their time effectively.

Texts: Give Me Liberty!: An American History, Eric Foner, Brief High School 6th ed.; additional secondary and primary sources selected to underscore diverse experiences and points of view

Global Studies and Entrepreneurship
Open to students in grades 11-12
Prerequisite: United States History

The main objective of this interdisciplinary course is to prepare students to become global leaders by completing a social entrepreneurship project that is research-based and worthy of publication. The course begins with an examination of social entrepreneurship theory and case studies in the field. It transitions into an exploration of political, economic and cultural contexts of global issues. This learning experience allows students to identify and explore their areas of interest that form the basis of projects in the second semester. Simultaneously, students seek answers to essential questions, such as: How does geography shape identity, health dynamics, and economic development?
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How have societies grappled with the effects of globalization? How can humans address environmental degradation through innovative solutions and policies?

The year-end project in the course is designed to recognize and enhance individual talents. Students can raise awareness and seek innovative solutions to social problems through a variety of mediums; these might include business plans, plays, newsletters, art exhibitions, documentaries, fiction, and other expressions of activism.


The History of Florida
Open to students in grades 11-12
Prerequisite: United States History

The year 2021 marks the 200th anniversary of Florida’s assimilation into the United States as a territory, and the 125th of Miami’s incorporation as a city. Even under the flags of Great Britain and Spain, Florida has often been in the national and international spotlight, whether as the site of famous pirate raids, the top state in the country for lynchings per capita, or a “swinging state” in national elections. At the same time, for many Florida has been an escape: from chattel slavery, from the Trail of Tears, from crowded and dirty Gilded Age cities, from high taxes, or to the “paradise” of cheap land and fantastical dreams. This course explores the uniqueness of the place (more spring water is emitted in Florida than in any other state), the diversity of the people (Tarpon Springs has the highest percentage of Greeks of any American city), the complexity of the economy (75% of all of the houseplants sold in the United States are grown in Florida, but 90 million tourists visited the state in 2019), and the colorfulness of the culture (Florida has both cowboys and mermaids, and is the birthplace of Ariana Grande and Ray Charles), and looks at Miami’s development within this context from a trading outpost to an international city that is now a center of finance, technology and art.


Latin American Studies
Open to students in grades 11-12
Prerequisite: United States History

Latin American Studies uses a multidisciplinary approach to expose students to the history, culture, and major political and socioeconomic issues affecting Latin American nations throughout their histories and today. The course traces the impact of historical processes in the formation of diverse communities in Latin America and the Caribbean, and analyzes a variety of perspectives and experiences through the study of literature, film, music, and other primary sources, taking into account identity-formation processes in connection with gender, race, class and ethnicity. The course surveys the chronological periods of pre-Columbian Americas; the conquest; three centuries of colonialism; independence; and modern Latin America. Students learn about the richness of Latin America’s environmental, religious, literary, artistic, cinematic, musical and culinary landscapes. Students actively read and analyze primary sources, films, newspaper articles, literary texts, photographs, art, and academic essays, and explore some of the most important debates about Latin America history, political systems, society, economy and culture. Students should expect to engage actively in critical discussions about the most important debates over the social, political, cultural and economic history of the region.

Texts: *Born in Blood and Fire: A Concise History of Latin America,* 4th ed., John Charles Chasteen; selections from a variety of primary and secondary sources

Living Religions
Open to students in grades 11-12
Prerequisite: United States History

With so much uncertainty in the world, individuals and whole societies often look to religion for answers. In this course, students examine the religions of the world: their origins, evolution, and modern-day relevance. The curriculum explores the complexities of religions and the role that religion has played in civilization throughout history. In addition, students consider the psychological impact religion has on individuals. The course involves a survey of Eastern and Western religions including Hinduism, Buddhism, Taoism, Judaism, Christianity, Islam and Sikhism, as well as various emerging religious movements. Students consider the following questions: What is religion? What is the difference between being religious and being spiritual? Why has religion created peace for many people, and conflict for many others? What is the future role of religion in the world? This course is an academic course that introduces students to the intellectual analysis of beliefs and tenets that millions of people have held for thousands of years.

Texts: *Living Religions,* Mary Pat Fisher; *A World Religions Reader,* Ian S. Markham, ed.
Seminar in Philosophy
Open to students in grades 11-12
Prerequisite: United States History

This is primarily a course in how to think about the large questions “what” and “why?” What, for example, is “the truth?” Why do we exist, if indeed we do, and what does that mean? What is beauty? What is virtue and how do we know? What is love, and why do we love? Is there such a thing as free will, and if so, to what extent do individuals have an ability to make choices that shape their lives? These are big and important questions, questions that we often overlook or take for granted. It is not the intent of this course to resolve these questions for all time. Rather, we discuss ways to think about these questions, and encourage each other to begin to think about ideas that they might not have thought about before. We read and discuss major contributions of great thinkers in philosophy — classical and modern; Eastern, Western and Southern; male and female — and formulate and discuss and challenge our own convictions about the issues posed by the course. We also consider the role of philosophy in popular culture — film, television, popular music — among other aspects of the world in which we live. We think about what we think about, or don’t think about but should, in our daily lives. A seminar, this course is primarily based on daily discussions around the Harkness table, with a reading schedule of both primary and secondary sources. Reflective writing and research allows students latitude to develop and challenge a variety of responses to the big questions raised by the curriculum.


United States Government
Open to students in grades 11-12
Prerequisite: United States History

United States Government offers an introduction to the American political system, concentrating on the structures and processes of the federal system as well as domestic and foreign policy. In this course, students study the foundation, underlying concepts, and current processes of the United States government system. The course starts with a focus on constitutional principles and the ways in which citizens interact with government through the political process. These two broad subjects are consistently connected within the context of today’s political climate in different class activities. During the second semester, there is a greater emphasis on policy-making institutions, civil rights and liberties, as well as economic, social and foreign policy. For the unit on the judiciary, the class will visit the Third District Court of Appeals, and this experience is a major focal point of the unit. Students craft judicial opinions based on the actual cases that they observe. In addition to such projects, students are assessed in a variety of ways including through tests, participation in debates and discussions, and writing assignments. Students are expected to keep up to date on current events, and be able to write critically about these events. The ultimate goals of this course are for students to develop a greater understanding of the foundations and application of our government, and to help them develop active citizenship.

Texts: We the People, 12th ed., Benjamin Ginsberg et al.; additional primary and secondary sources

Advanced Placement Comparative Government and Politics
Open to students in grades 11-12
Prerequisites: United States History and department approval

AP Comparative Government and Politics offers an introduction to the comparative study of state systems and their political components. The course gives students a critical working perspective of these government systems, and the choices that nations make in terms of political institutions, and citizens’ rights. The work involves the study of political science theory as well as the analysis of specific countries. The focus is not only on institutions, but also on race, ethnicity, religion, economics and other complexities of modern societies. A cross section of
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modern governments is studied including those of advanced democracies such as the United Kingdom, Germany and the European Union; post-communist countries such as Russia and China; the developing democracies of Nigeria and Mexico; and non-democratic/hybrid regimes such as North Korea and Iran. A primary goal of the course is to increase the students’ understanding of the institutions, political culture, political traditions, values and structures of comparative systems. In addition, students learn how to compare various systems to one another using characteristics common to all political models. Some historical perspective is included in order to connect each country’s political and economic development to the present time. A last major emphasis is the effect of globalization and political violence on each of these governments.

Text: Essentials of Comparative Politics & Cases in Comparative Politics, 7th ed., Patrick O’Neil; Dear Leader: My Escape from North Korea, Jang Jin-Sung; additional readings include recent news coverage and analysis regarding each of the case studies.

Advanced Placement European History
Open to students in grades 11-12
Prerequisites: United States History and department approval

This course covers the period of European history from the early Renaissance through the present day, with particular focus on the cultural, political, social and economic developments that played a fundamental role in the development of modern Europe and Western heritage. Students acquire the analytical, written and organizational skills needed for the AP examination through a considerable reading load, as well as regular written assessments and tests. This is an intensive reading and writing course, and the expectations and responsibilities are quite similar to those in a college- or university-level course.

Texts: The Western Heritage Since 1300, Donald Kagan; Modern European History, Birdsall Viault; Animal Farm, George Orwell; additional primary and primary sources

Advanced Placement Macroeconomics/ Microeconomics
Open to students in grades 11-12
Prerequisites: United States History, Geometry, Algebra 2 and department approval

AP Macroeconomics/Microeconomics encourages students to explore connections between economic theory and real-world events. The first semester focuses on the principles of macroeconomics and measurements that apply to the economy as a whole. These include the study of national income accounting and the measurement of economic performance indicators such as inflation, gross domestic product (GDP) and unemployment. Special attention is given to monetary and fiscal policies, as well as international capital flows. The second semester focuses on microeconomics: the functions of individual decision-makers — both consumers and producers — within the larger economic system. Special attention is given to consumer behavior, the four product market structures, the resource market, and the role of government in microeconomic decision-making. As a major requirement of the microeconomics unit, students collaborate in teams to develop original business plans as they vie for entry in the RE Business Challenge. This course prepares students for both the AP Macroeconomics and AP Microeconomics exams.


Advanced Placement Psychology
Open to students in grades 11-12
Prerequisites: United States History, Chemistry and department approval

AP Psychology is the equivalent of a college-level introductory psychology course that presents students with a general overview of the discipline as well as the most important theories included in research and mental health practice today. Major areas covered include the history and approaches of psychology, research methods, the biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, human and personality development, testing and individual differences, abnormal psychology, psychotherapy, and social psychology. This course prepares students for the AP exam in psychology and provides each with an opportunity to pursue a topic of personal interest through a second-semester research project.

Text: Myers’ Psychology for the AP Course, 3rd ed., David Myers and C. Nathan DeWall; excerpts from Forty Studies that Changed Psychology: Exploration into the History of Psychological Research, Roger Hock; articles from peer-reviewed journals; and sections from the DSM-5

Advanced Placement United States Government and Politics
Open to students in grades 11-12
Prerequisites: United States History and department approval

This course offers a broad survey of the U.S. political system. Though the course begins with an examination of the philosophical underpinnings of the U.S. constitutional system, the focus is on analyzing current trends, institutions and practices, and the evolution of U.S. government to its current state. Primary focus is placed on the national level, with a brief examination of the states and how they function within the federal system, as well as how their governments differ from the
national government. The course looks at general comparisons of the U.S. system with the political systems of other countries, in order to highlight unique aspects of the U.S. system. Reading assignments include both primary and secondary sources, and writing assignments require students to analyze and respond to ideas, policies, legal opinions, political speeches and a variety of other materials. This course looks at government structure and function in depth, and students are expected to keep up with a rigorous reading schedule that includes Supreme Court opinions, political analysis and textbook assignments. Students are also expected to keep up to date on current events, and be able to apply their knowledge of those events to the concepts in the course. All topics are analyzed against the backdrop of current events, and class discussions are frequent and lively.

Texts: *American Government: Power and Purpose, 16th ed.*, Theodore Lowi et al.; additional primary and secondary readings, including many Supreme Court opinions and both long- and short-form news articles

**Advanced Placement World History: Modern**

*Open to students in grades 11-12*

*Prerequisite: United States History and department approval*

This course is about big ideas and concepts, not names and dates. The course surveys major themes and ideas in world history, including religion, trade and commerce, contact and conquest, technology, gender, the impact of geography, and environment and art in societies. Although the AP exam assesses students only on the period after 1250 CE, this college-level world history survey exposes students to a larger range of historical narratives stretching back to the earliest humans. The course briefly surveys the pre-1200 “foundations of civilizations” (religion and culture, the origins of political power, and economic interactions, etc.) in all regions of the world. Next, by analyzing a variety of primary and secondary sources, students explore the emergence of major societies and their interactions, the development of significant world systems like the Silk Roads, Indian Ocean trade networks, the Atlantic World, European imperialism, and the bipolar world and non-aligned movement. Comparative inquiry is emphasized. Readings primarily include an extensive selection of journal articles and a diverse collection of primary sources representing a range of perspectives from and about all of the civilizations that are studied. Close reading of sources and engagement in vibrant and sometimes contentious class discussions are important expectations. Assessments include significant and challenging writing assignments, both in and outside of class, that require the analysis of primary sources in their contexts; these assignments require deep analytical and synthetic thinking.

Texts: *The Human Record, vol. II*, Alfred Andrea and James Overfield, Eds., *Experiencing World History*, Paul V. Adams; et.al., *Sapiens: A Brief History of Humankind*, Yuval Noah Harari; selections from *The American Historical Review*, *The Journal of World History*, and other resources from journals and websites (assigned online or distributed in class)

**Upper School Courses (one semester)**

**International Law and Human Rights**

*Open to students in grades 11-12*

*Prerequisite: United States History*

**Fall Semester**

This course is designed to help students understand the world of international law and human rights: what legal concepts and ideas are common among nations, and how do these concepts differ across societies? How do local culture and historical norms impact what rights countries choose to protect, and what crimes they choose to prosecute? What role is there for international legal institutions, like the International Criminal Court and the European Court of Human Rights? The course starts with the “International Bill of Rights,” asking the question of whether there even is such a thing as “natural rights,” and if so, where they come from. Then we branch out from there, exploring the complexities of different types of rights. Should civil and political rights be viewed on the same plane as economic and social rights? What obligations do states, and the international community, have to actively protect these rights, and how are those obligations enforced? How does the international legal regime respond when countries have significantly different legal, cultural, religious and historical norms? Presentations, writing assignments, and larger projects will take the place of in-class assessments, and the course is conducted as a seminar, with extensive discussion and debate. Students engage in critical analysis of the role of international law in a world that is seeing increased nationalism, and they grapple with the question of whether any rights are truly universal.

Texts: *Human Rights: A Very Short Introduction*, Andrew Clapham; *International Law: A Very Short Introduction*, Vaughan Lowe; additional readings consist of a variety of international legal documents, court cases and articles from both U.S. and international sources that highlight successes and challenges of the international legal system

**Principles of Economics**

*Open to students in grades 11-12*

*Prerequisite: United States History*

**Fall Semester**

This course introduces students to the principles of macroeconomics and microeconomics, emphasizing theories, economic debates and consumer choice. The macroeconomics
course of study focuses on larger theoretical concepts dealing with the performance, structure, behavior and decision-making of an economy as a whole. This includes regional, national and global economies. The microeconomics course of study is more consumer focused, specifically the practical application of microeconomic principles to individual decision-making, such as opportunity cost, scarcity, business organization, financial management, product and factor markets, cost analysis, price determination and profits. As consumer economics features prominently in class discussion, students improve their financial literacy and understanding of entrepreneurship.

Students participate in a stock market investment competition and “real-life” budgeting exercises. They also pay taxes on a simulated income and create a business plan for a school-wide competition. Students develop their reading and discussion skills through a seminar-style format that employs social-issues pedagogy. The material reflects important societal trends and debates, encouraging students to appreciate the relevance and utility of economics in real life. This creates student interest in the study of economics and its application to current social problems, provides basic economic analytical tools useful in the understanding of social problems and issues, and helps students understand social issues from an economic perspective to enhance the rest of their lives as citizens, voters, and participants in the economy. Readings for this require deep analysis and reflection. For every reading prior to class, students complete a written online discussion post.

Represent: Black Voices in Social Movements
Open to students in grades 11-12
Prerequisite: United States History
Offered both semesters

This class provides an in-depth look at a diverse array of 20th century African American social and political movements through an anthropological and historical approach. The course begins with an exploration of the Pan-African movement’s major proponents, its development and progression, and the historical context from which it emerged. Students then explore the many different social organizations and methods of civil rights activists during the 1950s and 1960s, comparing and contrasting leadership styles, gender politics, use of religious symbolism, and relationships to white America. The course then explores the Black Power and Black Arts Movements within the context of the global anti-imperial and anti-fascist struggles. Students finish with a critical examination of the 20th-century intersections of race, class, gender and sexuality in order to understand the positions of and necessity for the National Black Feminist Organization, the Prison Abolition Movement and the Environmental Justice movements. Students engage with a variety of different sources: journal articles, primary sources, literature and literary excerpts, music, art and documentaries. Coursework includes discussions, a variety of in-class assessments, creative projects and argumentative writing assignments.


Capitalism in America
Open to students in grades 11-12
Prerequisite: United States History
Spring Semester

This course studies capitalism as an economic, social and cultural force. It focuses on the ways American identity has changed in cultural and political terms as a result of capitalism. It also engages with other parts of the world, using an international framework to examine the economic matters that have affected the United States and how American capitalism has affected other countries. This course begins by examining the basic question “What is Capitalism?” Building on Adam Smith and the early development of Atlantic trade, it then proceeds to an examination of Marx and the Industrial Revolution followed by globalization in the 20th century through the present. Additional topics include the role of slavery in capitalism, entrepreneurship and marginalized peoples. These ideas will form the context and basis for discussion of current issues with capitalism. Pulling from headlines and political debates on capitalism, current events will be featured weekly to extend the historical into the present.

Texts: Wealth of Nations, Adam Smith; Das Capital, Karl Marx; Empire of Cotton, Sven Beckert; The Great Transformation, Karl Polanyi; Capitalism Takes Command, Michael Zakim & Gary Kornblith, eds.; Capitalism by Gaslight, Brian P. Luskey and Wendy A. Wolfson, eds.; The Culture of the New Capitalism, Richard Sennett
The U.S. Criminal Justice System
Open to students in grades 11-12
Prerequisite: United States History

Spring Semester
This class takes an in-depth look at the American criminal justice system from a variety of perspectives: legal, political, philosophical and technological. The course opens with a large philosophical question: What do we criminalize, and why? And why does a society need criminal punishment to begin with? Then the course turns to the more practical: policing, criminal investigation, prosecuting crimes, the criminal legal process, constitutional criminal law, theories of punishment and sentencing, prisons and post-conviction consequences, and the role of technology in modern criminal law. Presentations, writing assignments, and larger projects take the place of in-class assessments, and the course is conducted as a seminar, with extensive discussion and debate. There are frequent guest speakers from all parts of the criminal justice system, and students visit the Miami-Dade criminal court to see the justice system in action.


The Roots and Legacy of 9/11
Open to students in grades 11-12
Prerequisite: United States History

Not offered in 2021-22
The terrorist attacks on September 11, 2001, ushered in a time of profound change in the United States and around the world. This course explores the ways in which 9/11 impacted politics, laws and our very way of life. The course begins with the causes and historical roots of terrorism, political violence and the 9/11 attacks. The course then looks at the aftermath of the attacks through a variety of lenses: constitutional law, immigration, foreign policy, politics economics and religion. Students then examine the cultural implications of the attacks: how did these attacks affect the art, music, rhetoric and literature of the decade that followed, and how has this event become a distinct turning point in American culture and American memory? Finally, the course covers the rise of the Islamic State (and similar groups) in the modern era. In addition to argumentative writing assignments and debates and discussions (both online and in class), students also complete an oral history project, which gives students significant room to identify a specific topic of interest. The course is conducted as a seminar, with frequent student presentations and a variety of guest speakers. Students meet with law enforcement and first responders, and visit the 9/11 Memorial and Museum in New York City.

Texts: primary and secondary sources provided by the instructor

Upper School Speech and Debate Courses
Note that speech and debate courses may not be used to satisfy History and Social Sciences graduation requirements.

Introduction to Speech and Debate
Open to all students in grades 9-12
This course serves as an introduction to the basic elements of communication and competitive interscholastic speech and debate. Students learn to master the Communication Model, rhetorical devices, and the fundamentals of the Toulmin Model of Argumentation. Students have the opportunity to study World Schools, Public Forum and Congressional styles of debate. Additionally, students are introduced to the various interpretation and public-speaking styles of competitive speech which include: Extemporaneous Speaking, Original Oratory, Impromptu, Dramatic Interpretation of Literature, Humorous Interpretation of Literature, Duo Interpretation of Literature, and Program of Interpretation. Specific attention is paid to universal debate theory, argument construction, flowsheeting, presentation techniques, audience adaptation and research methodologies. Students are required to participate in a minimum of two interscholastic tournaments each semester and assist with the hosting of tournaments held at Ransom Everglades. Participation at the Florida Forensic League Novice State Championship Tournament is a requirement of the class (alternate presentation options may be considered to complete this requirement).

Advanced Speech and Debate
Open to students in grades 10-12; may be taken more than once
Prerequisite: Introduction to Speech and Debate
In this course, students learn advanced rhetoric, presentation and argument techniques while they prepare for tournaments. This course helps students improve their public speaking, critical thinking, research, writing and teamwork skills. Students will continue to develop skills such as goal-setting/plan design assessment and reflection, interscholastic networking and collaboration, and prioritization and time management. Students are required to participate in a minimum of three tournaments each semester and assist with the hosting of tournaments held at Ransom Everglades. In addition, students are required to assist with the debate team's community service program. Course enrollment is not a requirement for Ransom Everglades Speech and Debate team membership. However, all team officers and squad captains must be enrolled in the course.
The STEM department of Ransom Everglades prepares students to become analytical, resilient, and creative thinkers to meet the challenges of a rapidly changing, data-driven world. The STEM curriculum builds common skills and a question-asking mindset through the integration of the purity of math with the applications of science.

**Computer Science Curriculum**

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<tr>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
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<tr>
<td><em>Introduction to Robotics</em></td>
<td><em>Introduction to Programming</em></td>
<td><em>Advanced Robotics</em>, <em>Programming with Python and Music Technology</em></td>
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<th>Upper School programming-oriented student</th>
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<th>Upper School humanities-oriented student</th>
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**Additional Guidelines**
- Students may not take both AP Computer Science Principles and AP Computer Science A during their time at Ransom Everglades.
- Computer science courses are taken as general electives; they do not satisfy the mathematics or science graduation requirements.

**STEM Department Chair:** Dr. Douglas Heller

**Middle School Math and Computer Science Coordinator:** Ms. Ginny Onorati

**Upper School Math and Computer Science Coordinator:** Dr. Henry Stavisky
STEM Department

Math Curriculum

Typical pathways through the math curriculum

Grade 6
Foundations in Mathematics

Grade 7
Pre-Algebra

Grade 8
Algebra 1

Grade 9
Geometry (Algebra-based)

Grade 10
Algebra 2

Grade 11
Precalculus
Analytic Precalculus

Grade 12
Calculus 1
Statistics and Probability
AP Calculus 1
AP Statistics

Grade 6
Pre-Algebra

Grade 7
Algebra 1

Grade 8
Algebra 2

Grade 9
Geometry (Algebra-based)
Geometry (Proof-based)

Grade 10
Precalculus
Analytic Precalculus

Grade 11
Calculus 1
AP Calculus 1
AP Statistics

Grade 12
Calculus 2
AP Calculus 2
AP Statistics
Linear Algebra

Additional Guidelines
• A student who earns a “C-” or below or shows a particular weakness in certain areas of mathematics study may be required to repeat the course and/or do remedial work over the summer, in order to advance to the next level.
more sophisticated machines. They learn an iterative process coupled with prototype testing and failure analysis. Students work collaboratively to develop creative solutions to open-ended design challenges. Teams formally document their progress in digital engineering notebooks and present their work to the class. In tandem with the development of problem-solving skills, the course introduces compound gear ratios, linkages, smart controls, advanced use of sensors, multithreaded programming, computer aided design, building in parallel and separation of subsystems. Throughout the semester, students discover the current state of robotics and artificial intelligence and discuss their benefits and implications.

Engineering the City of the Future
Open to students in grade 8 (one semester)
In this course, students explore, learn about and consider all that it takes to build and maintain a city. The engineering process is at the center of the students’ activities. Students evaluate the needs of people, the role of technology and the potential costs and benefits for society as they design communications, transportation, health care, agriculture, water and sewer, electrical systems and more. Students are invited to think critically, collaboratively and creatively as they design their city of the future.

Programming with Python and Music Technology
Open to students in grade 8 (one semester)
This interdisciplinary course combines coding with music, focusing on the creative aspects of the blending of music and technology. The course looks at the foundations of the Python programming language alongside a music software program called FL Studio. Students learn the skills of composition, arranging, recording, synthesizing and remixing of music as they complete various Python programming challenges. After learning the basics of both programs, students apply that knowledge to a program called Earsketch where they are able to produce and code their own creative music piece. In this course, students use their creativity to further develop the skills of problem solving, critical thinking and teamwork. Students use technology and hands-on laboratory activities to explore and discover music concepts.
The Intelligence Behind AI
Open to students in grades 10-12
Prerequisite: Algebra 2
Fall Semester
Artificial Intelligence is the study of how the mind works and how intelligence can be created or enhanced. Topics include self-driving cars, robots, swarm intelligence, speech recognition, competitive agents and more. Students will read about, analyze, and create their own algorithms. Games and puzzles will be used to explain concepts and to provide a mathematical testbed for algorithms. Students will also work on projects where they get to learn about, create, and present artificial intelligence. No previous knowledge of computers or programming is required for this course.


Programming Projects in Java
Prerequisite: A previous Upper School programming course or department approval
Spring Semester
This course provides a thorough introduction to programming in Java. Students become familiar with the syntax and formatting of a Java program. Students learn to develop efficient algorithms that contain conditional branch structures (if/else), iteration (while/for loops), fundamental data types and arrays. They also study encapsulation and programming organization, which apply to all programming. Object-oriented programming is introduced. Other topics may include input, output, recursion and sorting. The semester culminates in an independent project consisting of written portions (planning, research) and programming portions summarizing the principles of programming in Java.

Text: Java for Everyone, Cay Horstmann

Introduction to Video Game Design
Open to students in grades 10-12
Prerequisite: A previous Upper School programming course or department approval
Spring Semester
In this project-based class students learn to plan, design and create a complete video game. Students first research and learn about a variety of computer game development technologies. They then select a game engine that corresponds to the kind of game they want to make and work in teams to achieve their
objective. Students can create a game for one of a variety of platforms, such as the Internet, iOS or Windows. They can also pick a style of game from their favorite genre. In the process, students learn fundamental coding and engineering principles such as teamwork, documentation, configuration and project management. Students submit plan and design documents detailing their progress as they meet various milestones. In addition, they submit artifacts at regular intervals that exhibit the state of the project at that point in time.

Advanced Placement Computer Science Principles
Open to students in grades 11-12
Prerequisite: Algebra 2 and department approval

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course for students who do not have a computer science background. Students develop computational thinking skills vital for success in a variety of fields. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students explore foundational computer science concepts and delve into abstraction, data and information, creativity, algorithms, programming, the internet, and the global impact of computing. Because communication is such an important component of this class, students are expected to have strong writing skills. Students also develop collaborative skills by working with peers to solve problems, and discuss and write about the impacts these solutions could have on their community, society and the world.

During their time at RE, students may only take AP Computer Science Principles or AP Computer Science A, but not both. Students primarily interested in programming are best served by AP Computer Science A.

Text: Invitation to Computer Science, 8th ed., G. Michael Schneider and Judith Gersting

Advanced Placement Computer Science A
Prerequisite: Programming Projects in Java or department approval, and Algebra 2

This course prepares students for the Advanced Placement Computer Science Examination. It includes rigorous coverage of the syntax of the JAVA language, variables, constants, sequence, selection, iteration, functions, reference parameters, building classes, strings, one-dimensional and two-dimensional arrays, array lists, sorting, recursion, inheritance and polymorphism. Students complete programming projects on topics provided by the College Board. They learn the fundamentals by doing, and then translate and expand their knowledge in preparation for the exam.

Text: Think Java: How to Think Like a Computer Scientist, Allen Downey and Chris Mayfield

During their time at RE, students may only take AP Computer Science Principles or AP Computer Science A, but not both. Students primarily interested in programming are best served by AP Computer Science A.

Algorithms and Data Structures
Open to students in grades 10-12
Prerequisite: AP Computer Science A and department approval

This course provides an introduction to mathematical modeling of computational problems. It covers the common algorithms, algorithmic paradigms, and data structures used to solve these problems. The course emphasizes the relationship between algorithms and programming, and introduces basic performance measures and analysis techniques for these problems. The class is taught in Python. It is geared towards students who are self-motivated and function well in a project-based learning environment.

Text: Problem Solving with Algorithms and Data Structures using Python, 2nd ed., Bradley Miller and David Ranum

Applied Data Science
Open to students in grades 11-12
Prerequisite: Department approval
Corequisite: Precalculus

This course introduces students to the emerging field of applied data science, an interdisciplinary field that uses scientific method and algorithms to extract knowledge, trends and patterns from data. Students learn applications of statistics, machine learning, information visualization, text analysis and social network analysis. The course starts with a basic review of mathematical, coding and statistical concepts. A few weeks of Excel from basic to some advanced skills and introductory Python coding follow. Work then begins in applied data science with Python, using an online learning platform (Coursera; Applied Data Science with Python Specialization). During this part of the course, students work with Python toolkits such as pandas, matplotlib, scikit-learn, nltk, and networkx to gain insight into their data. During the second semester, students work on projects that involve real-world problems.

Texts: materials provided by the instructor; readings and other materials are focused on the latest peer-reviewed literature for each topic in the course
algebra, covering topics that utilize the mechanics of algebra in order to develop and hone problem-solving skills. Real-life applications are stressed whenever possible. These problem-solving skills play a vital role not only in future math courses, but also in all subject areas. The topics include a review of operations with integers and rational numbers, solving equations and inequalities, word-problem applications, polynomials, factoring, functions and graphs, linear systems, quadratics, radicals and rational expressions.


**Algebra 2**

**Prerequisite:** Algebra 1 and department approval

Algebra 2 builds on the knowledge gained in Algebra 1. Students must be able to use variables to construct and solve equations and inequalities arising from modeling real-life situations. The emphasis is on linear and quadratic functions. Additionally, polynomial, logarithmic and exponential functions are discussed. This course enhances the student’s ability to reason numerically, analytically and graphically, and employs the use of the graphing calculator. The mathematics department believes that writing must be used to gain a deeper understanding of mathematics, and thus students will be asked to write in and outside of class.

Text: *Algebra 2: A Unique Approach*, Jean Duty and Henry Stavisky

**Geometry**

**Only open to 8th-grade students**

**Prerequisite:** Algebra 2 and departmental approval

Geometry introduces students to the mathematical theory of space. This course emphasizes a rigorous approach, utilizing the student’s ability to handle abstractions and generalize and apply concepts to concrete examples. It is a fast-paced course and challenges the student to interpret complex written problems and write well-supported solutions to those problems. Topics from regular geometry are covered along with a rigorous study of logic and coordinate geometry and a review of algebra. Assignments consist of problems that hone new skills as well as deepen the students’ understanding of geometric concepts. Students are expected not only to complete daily assignments, but to engage in discussions about the topics in class. Major assessments are given approximately every two weeks and are cumulative. Additionally, the teacher may quiz periodically to assess the students’ knowledge of the material.


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**Algebra 1**

**Prerequisite:** Department approval

Algebra 1 is offered to students who have demonstrated mastery of pre-algebra concepts and are ready for a more rigorous mathematics course. This course offers the fundamentals of
Upper School Courses

Geometry (Algebra-based)
Prerequisite: Algebra 1

Geometry (Algebra-based) offers an introduction to a mathematical theory of space. This course concentrates on Euclidean geometry while maintaining and sharpening algebraic skills. The topics include: deductive systems, undefined terms, definitions, postulates, theorems, proofs, indirect proofs; subsets of space: points, lines, planes, segments, rays, angles, triangles, quadrilaterals, polygons, and polygonal regions; real numbers and measurement: betweenness, distance, angle measure, area, volume, convex sets and separation, incidence, perpendicularity and parallelism; equivalence relation: congruence, proportionality and similarity; the Pythagorean Theorem; circles, tangents, arcs, chords, regular polygons, circumference, sectors; prisms, pyramids, cylinders, cones and spheres; and right triangle trigonometry. Although students are expected to be able to write formal and indirect proofs, algebraic proofs will be emphasized, especially in the coordinate geometry unit. Projects involving ALEKS, a system that uses artificial intelligence to help design personalized learning programs, will be used to complement traditional assignments.

Text: Glencoe Geometry, John A. Carter et al.

Geometry (Proof-based)
Prerequisite: Algebra 2 (Middle School) and department approval

Geometry (Proof-based) introduces students to the mathematical theory of space, and is more theoretical than Geometry (Algebra-based), emphasizing the process of proving theorems. This course emphasizes a rigorous approach, utilizing the student's ability to handle abstractions and generalize and apply concepts to concrete examples. It is a fast-paced course and challenges the student to interpret complex written problems and write well-supported solutions to those problems. Topics from Geometry (Algebra-based) are covered as well as a rigorous study of logic.


Algebra 2
Prerequisite: Geometry

Algebra 2 provides a continuation of algebra topics, including properties of real numbers, simplifying algebraic expressions, solving linear equations and inequalities, absolute value, systems of linear equations, linear functions and their graphs, linear programming, polynomials, rational expressions, number systems (irrational and complex), solving quadratic equations and inequalities, quadratic functions and their graphs, variation, solving polynomial equations, analytic geometry, exponential and logarithmic functions, conics, matrices and determinants. The goals of the course include applying the skills learned in Algebra I, improving students' written communication skills in mathematics and using the graphing calculator as a learning tool and problem solver.

Text: Algebra 2: A Unique Approach, Jean Duty and Henry Stavisky
Statistics and Probability
Open to students in grades 11-12
Prerequisites: Algebra 2 and Geometry

The first semester offers an introduction to descriptive statistics. Topics in the first semester include collecting data, comparing and describing data, sampling and experimental design, confidence intervals, probability, and normal and binomial distributions. The second semester offers an introduction to inferential statistics. Topics covered in the second part of statistics include the principles of inferential statistics using comparisons to analyze data, inferences with categorical data and relationships in data. Assignments, projects and technology include the use of Excel and TI-84 programs. Students do all calculations with the use of these tools. Students undertake quarterly projects that relate to the term-long research project — namely the design, implementation and analysis of an experiment.

Text: *Workshop Statistics, 4th ed.*, Allan Rossman and Beth Chance

Advanced Placement Statistics
Open to students in grades 11-12
Prerequisite: Precalculus, and department approval

Statistics is a discipline in which clear and complete communication is an essential skill. This course requires students to use their analytical, organizational and communication skills to formulate cogent answers. This course prepares students for further study in any field that utilizes statistics, such as engineering, psychology, sociology, biology, health science, business, economics, physics and mathematics. Students are required to possess sufficient mathematical maturity and quantitative reasoning ability to synthesize information and respond at least partially in written paragraphs, addressing questions that could potentially generate multiple and diverse — but equally correct — responses. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data through describing patterns and departures from patterns, sampling and experimentation through planning and conducting a study, anticipating patterns through exploring random phenomena using probability and simulation, and statistical inference through estimating population parameters and testing hypotheses. Students explore real-life applications through extensive use of the graphing calculator, formulas, tables and other statistical technology.


Calculus 1
Open to students in grades 10-12
Prerequisites: Precalculus and department approval

This course offers an introduction to calculus. Emphasis is on applying the concepts of the derivative and integral to engineering, business, economics, life sciences and social and behavioral science. The graphing calculator will be used as the major laboratory tool for exploring calculus concepts and attempting more interesting and difficult problems. Topics covered in this course include a brief review of precalculus concepts, limits, related rates, optimization, differential equations, average value, volume, antiderivatives, definite integrals, improper integrals and numerical methods. The course includes a significant project component in which students explore practical applications of calculus.


Advanced Placement Calculus 1
Open to students in grades 10-12
Prerequisite: Precalculus and department approval

Advanced Placement Calculus 1 is a college-level course designed to meet the requirements for the Advanced Placement Calculus AB Examination and to prepare students for Advanced Placement Calculus 2. Topics covered include the algebra of functions, trigonometry, logarithms, advanced graphing techniques, limits and continuity, the derivative and its applications, techniques of differentiation and integration, area under a curve, integrals and their applications, and the first and second fundamental theorems of calculus. Students learn to interpret complex problems and write well-supported solutions to those problems. The graphing calculator is used throughout the course as a tool for exploring, deepening calculus concepts and preparing the student to solve more difficult problems.

Texts: *Calculus for AP*, Ron Larson and Paul Battaglia; *Cracking the AP Calculus (AB + BC) Examination*, The Princeton Review

Calculus 2
Open to students in grades 11-12
Prerequisite: Calculus 1 and department approval

Calculus 2 is a continuation of Calculus 1. This course concentrates on the application of calculus concepts. The class includes the following topics: review of Calculus 1, integration (by parts, tabular, numerical, improper), volume of solids generated by rotation, series and Taylor polynomials, differential equations, three-dimensional space, partial derivatives and applications. The emphasis is on a foundation of integral calculus with applications in engineering, business, economics, life sciences and social/
Linear Algebra
Open to students in grades 11-12
Prerequisite: Calculus 1 and department approval

Learn what the following topics have in common: economics, statistics, finance, graphs, networks, chaos theory, solving systems of equations, computer animation, games and game theory. Linear Algebra includes the study of vectors in the plane and space, systems of linear equations, matrices, determinants, vectors, vector spaces, linear transformations, inner products, eigenvalues and eigenvectors. MATLAB, a programming platform designed especially for scientists and engineers, is used throughout the course. This is a seminar course for students who have proven their ability and interest in mathematics. Students are expected to present material and contribute to the class discussions of the material. Learning to present technical material and engaging in higher-level mathematical discussions are key aspects of this class.

Text: *Introduction to Linear Algebra, 5th ed.*, Gilbert Strang

Advanced Placement Calculus 2 with Differential Equations
Open to students in grades 11-12
Prerequisite: AP Calculus 1 and department approval

This course prepares students for the Advanced Placement Calculus BC Examination, covering topics in differential equations at a deeper level. It begins with a rigorous review of the Calculus AB topics covered in AP Calculus 1, then covers the following AP Calculus BC Exam topics: (1) parametric equations, vectors and applications, (2) calculus of polar curves, (3) advanced integration techniques including integration by parts, integration by partial fractions, and improper integrals, (4) L'Hôpital’s Rule and rates of growth, (5) sequences and series, (6) Taylor series, (7) Logistic differential equations, (8) Euler's Method and (9) arc length. In addition to meeting the requirements of the AP Calculus BC Exam, this course also covers first and second order linear ordinary differential equations with constant coefficients and their applications.

Texts: *AP Calculus 2: An Intuitive Approach*, Henry Stavisky;  
*Cracking the AP Calculus (BC) Examination*, The Princeton Review

behavioral science. Students will hone new skills and deepen their understanding of calculus concepts and their applications.

STEM Department

Science Curriculum

Middle School
Integrated Science 1, 2, 3

Grade 9
Biology

Grade 10
Chemistry or AP Chemistry
Engineering 1

Grades 11 or 12
Engineering 1
Engineering 2
Human Anatomy and Physiology
Marine Biology
Marine Field Research
Physics
AP Biology
AP Chemistry
AP Environmental Science
AP Physics 1
Survey of Organic Chemistry

Grade 12
AP Physics 2
AP Physics C

STEM Department Chair: Dr. Douglas Heller
Middle School Science Coordinator: Mr. Gustavo Palacios
Upper School Science Coordinator: Mr. Jay Salon
STEM Department: Science Courses

Middle School Courses

**Integrated Science 1**
Required for all students in grade 6

This course lays the foundation for a comprehensive middle-school science curriculum. While the content and themes of the course are associated with Earth and space science (geology, oceanography, meteorology and astronomy), the goal of the course is to provide students with lab and field experiences that challenge and develop their observation and inquiry skills. The course begins with the reinforcement and enhancement of students’ basic knowledge of scientific methods. From there, students learn about the tools and resources used by Earth scientists and are challenged to use those tools to make careful observations and descriptions of weather phenomena, minerals, rocks and the rock cycle. In the second semester, students practice data collection, analysis and communication including performing individual and group research projects on a variety of topics associated with Earth systems like weather, climate, oceans and ecosystems, culminating in participation in the annual Ransom Everglades Energy and Climate Change Symposium.

Students use their textbook as a primary source of information and practice traditional textbook skills, including reading, outlining, and studying vocabulary, along with hands-on laboratory and critical-thinking skills. Students work independently and in groups on STEM projects, including building and launching model rockets. Written tests, lab practicals and student presentations of learning occur throughout the year to assess mastery of content and skills.

Text: *Interactive Science*, Pearson Education

**Integrated Science 2**
Required for all students in grade 7

This course extends and enhances the students’ science skill set. The major content areas are cell biology, anatomy and physiology, ecology and genetics. The course challenges students to use observation, inquiry and analysis skills to construct meaningful connections between structure and function found in the diversity of living systems. The first semester begins with an exploration of the definition of a living organism and the basic cell structures of plants and animals. Next, students study the major systems of the human body and compare them to structures that carry out similar functions in selected organisms. Students gain first-hand experience with levels of organization as they explore cells under the microscope as well as tissues and organs through virtual and physical dissections. During the last part of the year, students examine the connections between organisms as they research ecology and genetics, culminating in participation in the annual Ransom Everglades Energy and Climate Change Symposium.

Students develop hands-on laboratory and critical-thinking skills and use their textbooks as primary sources of information and practice traditional textbook skills such as reading, outlining and studying vocabulary. Written tests, lab practicals and student presentations of learning occur throughout the year to assess mastery of content and skills.

Text: *Interactive Science*, Pearson Education

**Integrated Science 3**
Required for all students in grade 8

This course provides students opportunities to refine their laboratory skills and practice science in action. Physical science concepts and other topics (matter, energy, force and motion, chemistry) are explored through hands-on, student-centered activities that involve using scientific methods, collaboration and regularly changing groups of peers. The course begins by introducing the concepts of scientific models and methods as well as theories and laws. Students then practice safely measuring physical properties of matter using a variety of tools and techniques. Students design and perform experiments that illustrate the behavior of matter and intermolecular forces as well as learn the use of scientific notation and significant figures. Students also explore energy in the forms of electricity, heat, light and sound, and perform experiments on force and motion. The last part of the year offers a study of chemistry: an introduction to atomic structure and the periodic table, and balancing chemical equations.

Students continue to develop hands-on laboratory and critical-thinking skills, as well as active reading and note-taking skills. Written tests, lab practicals and student presentations of learning occur throughout the year to assess mastery of content and skills.


Upper School Courses

**Biology**
Required for all students in grade 9

The intent of this introductory biology course is to impart basic biological concepts and important details in biology, and to develop in each student an attitude of inquiry that fosters problem-solving. The course begins with an in-depth exploration of evolution that provides the foundation for topics including molecular biology, biochemistry, genetics, organismal biology and ecology. Biology is an integrated course of lectures, discussions and laboratory experiments with an emphasis on student involvement. The course also emphasizes scientific
methodologies. In the second semester, students engage in a hands-on research experience, collecting water samples from Biscayne Bay to record the data and analyze the water quality. End-of-semester assessments are comprehensive, project-based assignments that require students to gather, analyze and synthesize information, and communicate ideas effectively.


**Chemistry**

One course in Chemistry is required for students in grade 10  
Prerequisite: Biology

This course provides the student with an overview of the basic principles of chemistry and underscores the relevance of chemistry to everyday life and global issues. Students study atomic structure, organization of the periodic table, chemical bonding and the characteristics of ionic and covalent compounds, chemical reactions and equations, states of matter, solutions, acids and bases, and the basics of chemical equilibria. Hands-on activities and lab work, which may include inquiry-based methods, facilitate mastery of concepts. Throughout the course, students build conceptual frameworks to relate macroscopic observations to underlying nanoscale behavior. Assessments include both traditional assessments and lab practicals.


**Advanced Placement Chemistry**  
Open to students in grades 10-12  
Prerequisites: Chemistry and department approval; summer study for rising 10th graders  
Corequisite: Precalculus

Advanced Placement Chemistry provides a deeper exploration of general chemistry and emphasizes critical thinking. Topics include atomic structure, bonding and molecular structure, intermolecular forces, chemical reactions, solution stoichiometry, gas laws, applications of chemical equilibria including acid-base reactions and solubility, kinetics, thermodynamics, and electrochemistry. Students are required to perform inquiry-based experiments and develop both skills and a greater degree of confidence in laboratory procedures.


Note that for rising 10th graders, consideration for enrollment requires satisfactory completion of the school’s accelerated chemistry course in the summer between 9th and 10th grades, in addition to department approval.

**Engineering 1**  
Open to students in grades 10-12  
Corequisite: Engineering and Precalculus

This course is a project-based course focusing on the application of math and science. The fundamentals of engineering involve algebra, trigonometry, solid geometry, Boolean algebra, data analysis and elementary programming. The physics topics covered include mechanics, electricity and applied circuits. Particular emphasis is placed on the engineering design process, entrepreneurial thinking and use of several computer utilities essential to engineering, including Microsoft Excel, SolidWorks CAD, and Arduino programming environment. Most projects utilize hands-on construction techniques with application of 3D printing and machining techniques. In addition to direct instruction, projects are assigned in which students work in groups; collaboration is an essential aspect of the skill development and assessment in this course. Projects are accompanied by reports that document group progress and support group findings.

Texts: selected readings, videos, and online resources provided by the instructor

**Engineering 2**  
Open to students in grades 11-12  
Prerequisite: Engineering 1

Engineering 2 provides students with the knowledge and skills necessary to imagine, design and prototype an invention as well as some techniques for promotion and business-plan implementation. In the first semester students use engineering design and CAD modeling, along with machine design, microcontroller programming (as necessary), and basic electrical/electronic circuits to craft a working prototype of the instructor’s choosing. In the second semester, students are presented with two alternatives: either invent a product of their own imagining, or partner with students from the economics courses to take a new concept through the same process as the first semester. In either case, Engineering 2 students will finish the year by developing materials (brochure, video, “elevator pitch”) for marketing the idea.

Texts: selected readings, videos, and online resources provided by the instructor

**Human Anatomy and Physiology**  
Open to students in grades 11-12  
Prerequisite: Chemistry

This course offers an in-depth study of the structure and function of the human body. A discussion of basic cellular and molecular biology serves as an introduction to the study of the human
organism at the cellular, organ and system levels. The foundations of differential diagnosis for disease conditions are explored by running experiments and dissections, and engaging in mock grand rounds. The remainder of the year surveys the various body systems, along with their interactions and abnormalities. Topics covered include blood and immunity, the cardiovascular system, the skeleton, nerves and muscles, the urinary system, metabolic systems and endocrinology. The experimental portion of the course applies theory presented in class to labs and projects that address health, wellness and disease conditions. Assessments include lab practicums, semester projects, discussion boards and essay-format examinations.

Texts: *Principles of Anatomy & Physiology, 15th ed.*, Gerard Tortora and Bryan Derrickson

**Marine Biology**

*Open to students in grades 11-12*

*Prerequisite: Chemistry*

This course is an introduction to marine biology focusing on the evolution of marine organisms. The curriculum is rigorous, and concepts covered in ecology and evolution are on par with college-level material. Students begin the year examining the physical and chemical properties of the ocean environment. This introduction to oceanography focuses on ocean-basin geology, ocean chemistry and ocean movements such as tides, waves and thermohaline circulation. From there, students consider the living factors of ocean ecosystems by examining species relationships such as symbiosis and predator-prey relationships. A large portion of the course is then spent analyzing how the biotic and abiotic components of ocean ecosystems have shaped the evolution of marine organisms. Major principles in evolutionary theory such as the origin of eukaryotes, multicellularity, bilateral symmetry, segmentation and the evolution of major organ systems are considered, as well as the unique morphological and behavioral adaptations marine organisms possess. The course stresses experiential learning in lab and field settings, including the collection and observation of marine life from Biscayne Bay, and through analysis of preserved specimens. Students are assessed on laboratory reports that include labeled illustrations. Tests and quizzes reflect this emphasis on observation by featuring significant lab practical sections.


**Marine Field Research**

*Open to students in grades 11-12*

*Prerequisite: Medical clearance for scuba diving; department approval*

Marine Field Research is an interdisciplinary, hands-on research course that combines the physical waterfront location of Ransom Everglades and the marine research expertise of the science faculty. Through unique, signature field research experiences, students immerse themselves in the natural environment of our campus, Biscayne Bay, nearby coral reefs and South Florida by learning to plan and conduct fieldwork, collect and analyze data, publish results in peer-reviewed scientific journals, and present their research. Students are exposed to field research techniques spanning topics in marine biology, marine geology and oceanography. Students learn to scuba dive and earn their PADI Open Water Diver certification during the course. Students who are certified prior to the course may earn a higher level of PADI certification. All students receive specialty training and have the opportunity to earn PADI specialty certifications, as well as CPR, First Aid, AED and Oxygen Provider training/certifications. Students are assessed based on written assignments, data collection and analysis and presentations of field data.

Due to the diving focus of the course, students must complete medical paperwork or obtain medical authorization prior to the first day of class. Students and parents are required to attend an orientation meeting the first week of school. A course fee of $1,650 will be charged to the student account at the start of the school year. This covers expenses for certifications and dive trips. In addition to the course fee, students are required to own their own mask, fins, snorkel and surface marker buoy. Students are also required to purchase a Divers Alert Network membership and dive accident insurance plan.

Texts: materials provided by the instructor; readings are focused on the latest peer-reviewed literature for each topic in the course

**Physics**

*Open to students in grades 11-12*

*Prerequisites: Chemistry and Geometry*

This course introduces some of the basic principles of classical and modern physics, including the study of one- and two-dimensional motion, forces, energy, momentum, and Einstein’s theories of relativity. Additional topics may include electricity, and the behavior of sound and light. The course places more emphasis on understanding and describing the physical world, and less on the use of complex mathematics, though applications from algebra, geometry and trigonometry will be used throughout the course. Laboratory activities to develop skills in observation, modeling, data analysis, and interpretation of physical events are incorporated whenever possible.

Text: *OpenStax: College Physics*, Paul Peter Urone
include differentially permeable systems, redox bioenergetics, enzyme-cofactor interactions, cloning and expression of foreign genes, DNA restriction fragment differences among species, chromosomal exchange in bacteria and yeasts, coding information from gene and protein data banks, antigen-antibody interactions, and population behaviors in complex communities. In these discussions, students apply scientific inquiry methods, explore the human impact on species interactions, and foster creativity and innovation while making ethical, cultural and life decisions. Through a series of inquiry-based experiments, students use PCR technology, gel electrophoresis, fluorescence microscopy, DNA sequencing, and laser spectrometry, among other methods, on animal and plant samples, including those collected from Biscayne Bay. The aim of our community-interactive curriculum is to contribute to the stewardship of South Florida ecosystems. Assessments are traditional and lab-based.

Advanced Placement Environmental Science
Open to students in grades 11-12
Prerequisites: Chemistry and department approval
Advanced Placement Environmental Science is an introductory college-level class in environmental science. The course is designed for students with a serious interest in the environment. This course stimulates students to think critically about environmental issues, and gives them the tools for success on the Advanced Placement Environmental Science examination. Emphasis is placed on the history of the Earth’s resources, scientific principles of resources, population dynamics, the use of our resource base, biodiversity and ecological integrity, environment and society, and views of the future. A significant component of the course includes field activities and laboratories on land and water.

Advanced Placement Physics 1
Open to students in grades 11-12
Prerequisites: Precalculus, Chemistry and department approval
AP Physics 1 is equivalent to the first semester of an algebra-based, introductory physics course in college. The course explores topics in Newtonian mechanics including kinematics, forces, energy, momentum, rotational motion, behavior of mechanical waves such as sound, and electrical circuits. In the laboratory, students develop the abilities to design experiments, critically analyze data and communicate results effectively.

Advanced Placement Physics 2
Open to students in grade 12
Prerequisites: Precalculus, Physics and departmental approval
AP Physics 2 is equivalent to the second semester of an algebra-based, introductory college physics course. The course explores topics including buoyancy, fluid mechanics, thermodynamics, electrostatics, complex electrical circuits, magnetism and electromagnetic induction, physical and geometric optics (the behavior of light), as well as quantum and nuclear physics. Through inquiry-based learning, students will continue to develop skills in data analysis, scientific critical-thinking and reasoning, problem solving and modeling.

Advanced Placement Physics C – Mechanics, Electricity and Magnetism
Elective: Grade 12
Prerequisite: Calculus 1, AP Physics 1, and department approval
AP Physics C is equivalent to two semesters of calculus-based, introductory physics in college. It is designed for students desiring a degree in engineering or science fields. The first semester of the course covers mechanics, including linear and circular motion, forces, energy, momentum, rotational dynamics and planetary motion. The second semester of the course covers electricity (including electrostatics and complex circuits), magnetism and electromagnetic induction. Through inquiry-based learning, students continue to develop skills in data analysis, scientific critical-thinking and reasoning, problem solving and modeling.

Survey of Organic Chemistry
Open to students in grades 11-12
Prerequisite: AP Chemistry
This course offers a capstone experience for those who want to go further in their chemical studies and may be considering science or medicine as a career. It introduces students to major themes in organic chemistry and builds their laboratory skills in microscale organic techniques. Topics include organic functional groups and nomenclature, conformational and stereochemical analysis, reaction types and mechanisms, and spectroscopy. In the second semester, students do literature research to inform a proposal and then carry out an interdisciplinary, laboratory-based project applying concepts learned in the first semester.

Text: *Campbell Biology, AP Edition w/Mastering Biology*, Jane Reece et al.

Text: *Living in the Environment with Online Access, 20th ed.*, G. Tyler Miller and Scott Spoolman


World Languages Department

The World Languages Department aims to prepare global citizens for the future through the study of languages and cultures. The curriculum features a proficiency-based approach that develops communication skills and intercultural competence, and provides experiential learning opportunities for students to apply what they learn in class to real-world contexts in the target cultures. All RE graduates have an extended experience studying Spanish and many develop proficiency in an additional world language: Chinese, French or Portuguese.

Complete details about the progression through our world languages program, including requirements for proficiency and graduation, and information about earning a Ransom Everglades Seal of Biliteracy, are available on the World Languages page of the school website.

Progress Through the World Languages Program

At the upper school, the World Languages graduation requirement is as follows: (1) Students must complete three consecutive levels of the same language; (2) In a special situation, students who complete an AP course in the sophomore year may stop studying that language at the end of tenth grade and then complete two consecutive levels of another language. Because the overall vision of the department is to graduate as many trilingual students as possible (English, Spanish, and a third world language), we encourage as many students as possible to take two languages as soon as they can. As for Chinese and French (MS and US campuses), and Portuguese (US campus), students with previous knowledge of the language who wish to study it at RE for the first time are invited to take an external placement test in order to determine the appropriate placement.

For all world language courses across campuses, student performance will be monitored by teachers and school leadership, and placement decisions may be made during the academic year, or between academic years, to provide an optimal overall learning experience.

Units throughout the curriculum of RE world language courses integrate the 5 C's of ACTFL's World Readiness Standards for Language Learning: communication, culture, connections, comparisons and communities. The program's goal is to develop the student's proficiency communicating in the target language through many daily-life activities and student-centered instruction. Students interact with authentic materials from the cultures of Spanish-speaking countries as they learn about current events and diverse perspectives. Research has proven that students engage more when they talk about topics that are relevant and current. Thus, all the units, activities, lessons and assessments of this program include meaningful context and interdisciplinary connections.

At the upper school, students who wish to “skip” a level of the world languages curriculum between academic years are advised that they must complete an application for summer study, indicating their intentions and plans for study and placement testing, and have that approved by departmental leadership before May 1.

Students who are considering the possibility of completing AP Chinese Language and Culture or AP French Language and Culture at the upper school are advised that they must begin their study of the language in the sixth or seventh grades, especially if they have no prior exposure to the language. Indeed, we strongly encourage all students on both campuses to study two languages. This opportunity allows students to develop at least intermediate level proficiency in multiple languages before graduation, giving them windows into other cultures and preparing them to navigate an increasingly globally connected world.

Our courses include multiple opportunities for students to learn as they explore different cultures, communities, artistic movements, historical periods and interdisciplinary connections. Throughout our curriculum, students are exposed to literary works, movies and videos, audio recordings, computer programs and apps in the target languages that connect our classrooms to the world. In addition, students are encouraged to participate in different world language immersion travel opportunities to destinations where the target languages are spoken. Our department faculty has traveled with students to France, Canada, Spain, Puerto Rico and China.

Placement in appropriate levels of world languages courses is determined according to degree of proficiency in all linguistic competence skills, through the evaluation of diagnostic test results, oral interviews, previous exposure to the target language, and the recommendation of the department faculty. Students who are new to Ransom Everglades School in any grade will meet with a member of the department for a placement test (a written evaluation and an oral interview).
World Languages: Spanish requirement

Ransom Everglades has both a Spanish study requirement and a World Languages graduation requirement. The Spanish requirement is as follows: (1) Students must take Spanish every year at the middle school, according to their placements; (2) at the upper school, students must complete Spanish 4 and have a successful result on an external proficiency test before stopping their Spanish study. All students are encouraged to pursue their Spanish study through the AP Spanish Language and Culture level (and taking the AP exam), but eighth graders in Spanish D or Spanish E, and ninth graders in Spanish 4 or Spanish 5, are able to demonstrate their Spanish proficiency level via an external test and continue with their study of another world language.

The middle school Spanish program provides students with multiple opportunities to develop language proficiency across linguistic skills: listening, speaking, reading and writing. From sixth to eighth grades, students benefit from the creative and cutting-edge resources from Carnegie Learning’s ¡Qué chévere! series and its wide range of digital components. The proficiency-based program consists of six levels, starting with a novice course, Spanish A, and culminating with a course that prepares students to take the AP Spanish Language and Culture examination.

Ransom Everglades faculty members designed the Spanish program across campuses to include the best of three sets of standards that are internationally recognized for their academic rigor, innovation, quality and reliability: the American Council on the Teaching of Foreign Languages (ACTFL) Standards and Proficiency Guidelines, the Curricular Plan of The Cervantes Institute (Spain) and the College Board’s AP Spanish Language and Culture curriculum.

At the middle school, the highest possible initial placement in the Spanish program for rising 6th graders is Spanish D, which allows for a three-year program at the middle school culminating with the AP Spanish Language and Culture examination at the end of the eighth grade. Most incoming sixth graders will begin in Spanish A and build an excellent foundation of proficiency in the middle school. Placement in the Spanish D course in sixth grade requires significant previous experience with the Spanish language across all skills (especially writing and reading) and an excellent result on the placement exam. Students who complete Spanish B, C, D or E as eighth graders will be recommended for the appropriate upper school Spanish course as ninth graders.

World Languages: Spanish Curriculum

**Middle School**

- Spanish A, B, C, D
- Spanish E
- AP Spanish Language and Culture

**Upper School**

- Spanish 2, 3, 4
- Spanish 5
- Advanced Topics in Spanish Language and Culture
- AP Spanish Language and Culture
- Cultures and Identities of Latin America
- Spanish Conversation and Culture
- AP Spanish Literature & Culture

Additional Guidelines

- Middle school students will be placed in an upper school Spanish class based on placement testing during their 8th-grade year. All students new to the upper school will take a placement test prior to the finalizing of their schedule.
- Spanish 1 is not offered at the upper school.
- Students are encouraged to engage in summer study in order to maintain and reinforce their language skills.
Chinese, French, and Portuguese Curriculum

Curriculum note
- In the Chinese and French programs, we are forming one pathway through each language. Opportunities for advanced study through the AP level will continue, though we will be phasing out the Honors courses beginning with Chinese 2 Honors and French 2 Honors in 2021-22.

Additional Guidelines
- A student who earns a “C-” or below or shows a particular weakness in certain areas of language study may be required to repeat the course and/or do remedial work over the summer, in order to advance to the next level.
- Middle school students will be placed in an upper school French or Chinese class based on placement testing during their 8th-grade year. All students new to the upper school will take a placement test prior to the finalizing of their schedule.

World Languages Chair: Dr. James Monk
Middle School World Languages Coordinator: Ms. Bobbie Bassuk
World Languages Department: Chinese Courses

Middle School Courses

Middle School placements are made each year based on skill level.

Chinese A
This beginner’s course focuses on learning the Mandarin phonetic system (pinyin), including initials, finals and tones. Reading and writing in pinyin as well as using Mandarin to conduct simple conversations are also important objectives of this course. Various projects and hands-on activities allow students to explore Chinese traditions, holidays, festivals and calligraphy. The course is organized around a series of materials compiled and edited by the instructor.

Texts: materials provided by the instructor

Chinese B
This course introduces the Chinese writing system as the students continue to develop their oral accuracy in tones and pronunciation in pinyin. Students learn the structure of Chinese characters, radicals and phonetic components through the following thematic units: school life, food, communication, shopping for clothes and weather, among others. Various projects and hands-on activities allow students opportunities to further enhance their linguistic competency skills and explore in depth the rich diversity of the Chinese culture.

Texts: Discovering Chinese 1; additional supplementary materials provided by the instructor

Chinese C
This course focuses on the development of reading and writing skills. Students acquire the grammatical structures that facilitate reading and writing, while continuing to develop their listening and speaking skills in Chinese. The course is organized around the following thematic units: community, travel, sports, occupations and traditions, among others. Various projects and hands-on activities engage the students in daily conversations. Students also practice reading simple texts and writing to satisfy daily needs. The course also seeks to refine the students' speaking skills by focusing on accurate tones, pronunciation and fluency.

Text: Integrated Chinese 1, Yuehua Liu et al.; additional supplementary materials provided by the instructor

Chinese D
This course focuses on the further development of reading and writing skills learned in Chinese C. Students acquire more sophisticated grammatical structures that allow them to read texts of medium difficulty and to write texts to satisfy a more complex range of communication needs. Meanwhile, students continue to develop their listening and speaking skills in Chinese. The course is organized around the following thematic units: school life, shopping, transportation, weather and dining etiquette, among others. Various projects and hands-on activities engage the students in daily conversations. The course also seeks to refine students’ speaking skills by focusing on accurate tones, pronunciation and fluency.

Text: Integrated Chinese 2, Yuehua Liu et al.; additional supplementary materials provided by the instructor

Upper School Courses

Chinese 1
In this introductory course, students learn basic pronunciation rules, character-writing skills and simple sentence structures in Chinese. Students learn the fundamental concepts needed for listening and speaking, enabling them to develop a basic level of proficiency in reading, writing and conversational skills. Students also develop their cultural knowledge of China and Chinese communities around the world and acquire the vocabulary to talk about common daily experiences and themes, such as greetings, family, hobbies and school life. The main focus of this course is to guide students through listening, speaking and interactive practice so they can effectively use the language for communication. Besides basic language training, grammar learning and calligraphy practice, students have the opportunity to gain a better understanding of the Chinese culture through movies, readings, arts and crafts.

Texts: Integrated Chinese 1, Yuehua Liu et al.; additional supplementary materials provided by the instructor

Chinese 2
Prerequisite: Chinese 1 or department approval

Chinese 2 is a novice-high-level course that encourages students to further develop their Chinese language communication skills through listening, speaking, reading and writing to prepare them for future Chinese studies. Grammar is taught through situational practice. Students begin to explore and expand their vocabulary to enhance their speaking and writing capabilities. Besides developing their Chinese language skills, students gain a better understanding of the Chinese culture through discussions, information analysis, interactive class activities and projects.

Texts: Integrated Chinese 1 and Integrated Chinese 2, Yuehua Liu et al.; additional supplementary materials provided by the instructor
Chinese 3
Prerequisite: Chinese 2 or department approval

Chinese 3 is an intermediate-level course that requires students to engage in interactive class activities. The course focuses on listening, speaking and writing to help students develop their communicative skills. Students expand their vocabulary as well as develop their capacity to converse in Chinese with daily practice. Students begin to develop stronger writing skills for interpersonal communication. Students also continue to explore the Chinese culture through discussion, research and class projects.

Texts: Integrated Chinese 2, Yuehua Liu et al.; and additional supplementary materials provided by the instructor

Chinese 3 Honors
Prerequisite: Chinese 2 Honors and department approval

Chinese 3 Honors is an intensive course that requires full student engagement in interactive classroom activities in Chinese. The main focus of this course is developing speaking and writing skills for effective communication. Students challenge themselves through intensive daily practice speaking, and they expand their vocabulary to strengthen their speaking and writing capabilities.

Texts: Integrated Chinese 2, Yuehua Liu et al.; additional supplementary materials provided by the instructor

Chinese 4
Prerequisite: Chinese 3 or department approval

Chinese 4 further prepares students to use the Chinese language effectively. The main focus in Chinese 4 is the retention of phrases and sentences to build stronger and more complex communicative capabilities. Listening, speaking, reading and writing practice help students strengthen and further develop their Chinese language skills. Through various class activities, students also connect their language studies with the study of the Chinese history and culture.

Texts: Integrated Chinese 3, Yuehua Liu et al., and additional supplementary materials provided by the instructor

Chinese 4 Honors
Prerequisite: Chinese 3 Honors and department approval

Chinese 4 Honors is an intensive course in which students develop even stronger linguistic competence skills. The curriculum is based on a communicative approach, the course progresses at a fast pace, and students continue to expand their vocabulary and grammatical structures to make their speech and writing more effective, fluent and accurate. This course prepares students to reach the intermediate-high and advanced proficiency levels through interactive situational activities that strengthen their presentational and interpersonal speaking and writing skills.

Texts: Integrated Chinese 3, Yuehua Liu et al.; A New China: An Intermediate Reader of Modern Chinese, Chih-p’ing Chou et al.; additional supplementary materials provided by the instructor

Chinese 5
Prerequisite: Chinese 4 or department approval

Chinese 5 is an advanced course for students with a strong interest to continue their Chinese language and culture studies. Chinese 5 will focus mainly on listening, writing and translation to prepare students to strengthen their language skills for effective communication through projects and presentations, situational skills and timed writing exercises. This course will also further explore Chinese cultural aspects through reading, research and discussions to help students better understand Chinese culture.

Texts: Integrated Chinese 3, Yuehua Liu et al., and additional supplementary materials provided by the instructor

Advanced Placement Chinese Language and Culture
Prerequisite: Chinese 4 or Chinese 4 Honors, and department approval

AP Chinese is a challenging and rigorous course for students who are prepared to tackle advanced-level Chinese with consistency and determination. Students must have a solid foundation in the Chinese language with strong skills in the areas of listening and writing. Students practice extensively the three modes of communication: interpersonal, interpretive and presentational. The curriculum engages students in discussions about contemporary and historical Chinese culture as they explore the geography, population, ethnic and regional diversity, and current socio-political and economic affairs of China. This course is designed for those who plan to continue with college-level work in the fields of Asian studies, East Asian studies, international studies or international business, among others.

Texts: A New China: An Intermediate Reader of Modern Chinese, Chih-p’ing Chou et al.; Strive for a 5: AP Chinese Practice Tests, Weiman Xu et al.; additional supplementary materials provided by the instructor
World Languages Department: French Courses

Middle School Courses

Middle School placements are made each year based on skill level.

French A

Through the use of real-life experiences, travel abroad, skits and repeated oral practice exercises, students develop proficiency and understanding of the French language. Students learn to produce simple and complex patterns of speech common to native French speakers. They are required to communicate in French in class every day. Students also gain an understanding of French and Francophone cultures through class discussions.

Texts: *Tes branché 1A* textbook and workbook; supplementary materials provided by the instructor

French B

In this course students further develop their listening, speaking, writing and reading skills in French. Students also acquire the vocabulary, idiomatic expressions and grammatical structures needed to communicate effectively in French. Students practice the use of the most common verbs in both the present tense and the *passé composé*. Students learn to develop patterns of speech common to French speakers and gain, through simple reading selections, an understanding and appreciation of the culture of the Francophone world.

Texts: *Tes branché 1B* textbook and workbook; supplementary materials provided by the instructor

French C

The primary objective of French C is to continue developing communication skills so that, by the end of the course, students can express themselves with confidence, fluency and accuracy in the most common, everyday situations at the intermediate level. The course emphasizes all linguistic skills (listening, speaking, reading and writing) with a particular focus on correct pronunciation, conversational skills and vocabulary development. At the conclusion of the course, students are able to communicate accurately using sentence structures and verbs in the present, past and future tenses of the indicative mode, as well as the present subjunctive. Students use technology to give in-class oral presentations, and attention is given to French and Francophone cultures through readings, videos and online work.

Texts: *Tes branché 2* textbook and workbook; supplementary materials provided by the instructor

French D

This course focuses on the further development of communication skills from the French C course, with a particular focus on reading and writing. Students acquire more sophisticated grammatical structures that allow them to read texts of greater difficulty and to write texts that satisfy a more complex range of communication needs. Meanwhile, students continue to develop their listening and speaking skills in French in order to demonstrate both quantity and quality of language production at the intermediate level. At the conclusion of the course, students will have reinforced their abilities to communicate accurately using sentence structures and verbs in the present, past and future tenses; they will further develop their abilities to use sequences of tenses, including the conditional, to express hypothetical situations and indirect discourse; and they will use the present subjunctive more confidently to build complex sentences. Students will continue to expand their use of technology to investigate and present on topics in French and Francophone cultures.

Text: *Tes branché 3* textbook and workbook; supplementary materials provided by the instructor

Upper School Courses

French 1

French 1 is an introductory course designed for students who have not studied French before or have had limited exposure to the language. The course, conducted mostly in French, develops students’ basic listening, speaking, reading and writing skills so that they may communicate in simple, real-life scenarios. Students acquire the necessary vocabulary, idiomatic expressions and grammatical structures to speak the language at the novice level. They acquire and practice the vocabulary, grammar and intercultural communication skills that are presented thematically by engaging in small-group activities, conversations, skits, oral presentations, writing, dialogues and reading passages. The reading selections, along with videos, apps, music and films, increase the students’ understanding of and appreciation for the rich and varied Francophone cultures.

Text: *EntreCultures 1*, Elizabeth Zwanziger et al.; additional supplementary materials provided by the instructor

French 2

Prerequisite: French 1 or department approval

French 2 is a novice-high-level course designed with a communicative approach to listening, speaking, reading and writing French. New grammar, vocabulary and cultural
World Languages Department: French Courses

Lessons are taught thematically through the use of the textbook *EntreCultures 2* and its online resources as well as through readings, music and videos. Students in French 2 also read the book *Le secret de Louise* by Marie-Claire Bertrand. By the end of the school year, students master the basic structures of French grammar, increase their vocabulary, and acquire vast knowledge of the geography, history and culture of different Francophone communities in Europe, Africa and the Caribbean.

Text: *EntreCultures 2*, Elizabeth Zwanziger et al.; additional supplementary materials provided by the instructor

### French 3

**Prerequisite: French 2 or department approval**

The primary objective of French 3 is to continue developing communication skills at the intermediate level so that by the end of the course students can express themselves with confidence in most common, daily-life situations. The course emphasizes all language skills (listening, speaking, reading and writing) with a particular focus on correct pronunciation, conversational skills and vocabulary development. Students use technology to give in-class oral presentations, and attention is given to Francophone cultures through readings, videos, music and online resources.

Texts: *D’accord 2*, Vista Higher Learning; *La poursuite dans Paris*, Nicolas Gerrier; additional supplementary materials provided by the instructor

### French 3 Honors

**Prerequisite: French 2 Honors and department approval**

In the French 3 Honors course, the quantity and difficulty level of assigned work increases across all linguistic skills. Throughout the school year, students learn new vocabulary words that allow them to communicate with higher levels of accuracy. Students undertake multiple activities for simulating conversations that build their self-confidence, oral fluency and linguistic precision. Students deepen their understanding of more complex grammatical structures, such as the subjunctive mood and the conditional tenses, in order to use them with ease in real-life conversations and written essays. Considerable time is dedicated to reading and discussing news articles, short stories, poetry and adapted novels. Students use technology to give in-class oral presentations, and attention is given to Francophone cultures through readings, videos and online work.

Texts: *D’accord 3*, Vista Higher Learning; *Le petit prince*, Antoine de St Exupéry; *Les Misérables*, Victor Hugo; additional supplementary materials provided by the instructor

### French 4

**Prerequisite: French 3 or department approval**

The main objective of French 4 is to further refine and enhance the student’s knowledge of French grammar through the study of complex structures. This advanced review of French grammar is coupled with the reading of contemporary French and Francophone articles and essays. Greater emphasis is placed on reading more sophisticated texts and writing longer compositions to describe, narrate and state and defend opinions to build arguments in the language. The course is conducted entirely in French and oral participation in French is expected.

Texts: *Imaginez*, Vista Higher Learning; *Choc des cultures*, Louveau et Hallum; additional supplementary materials provided by the instructor

### French 4 Honors

**Prerequisite: French 3 Honors and department approval**

This intensive course is designed to help students to acquire further proficiency in the language and a greater ability to communicate in French through authentic literary excerpts or news, audio, films and online resources. A variety of contexts will provide the framework for communicating about real-life issues and cultural experiences in the Francophone world. Writing skills are a vital part of this course and advanced grammatical structures are reviewed throughout the year. The class is entirely conducted in French, and it creates a broad and solid foundation for travel, study, work and achieving proficiency.

Texts: *Thèmes*, Vista Higher Learning; *Les jeux sont faits*, Jean-Paul Sartre; additional supplementary materials provided by the instructor

### French 5

**Prerequisite: French 4 or department approval**

French 5 is an advanced course that deepens the students’ knowledge of the culture and society of different Francophone countries and communities through readings, movies, short films and interactive activities centered on French-speaking geographical areas around the world. In addition to the films, students use the textbook and additional supplementary materials, including literary texts, newspaper articles, essays and different online resources. Students interact with a variety of authentic materials in order to discuss, debate, write and present on themes that include family, friendships, technology, immigration and the environment, among others. The course has a strong emphasis on French conversation and composition.
World Languages Department: French and Portuguese Courses

Text: Face à face, Vista Higher Learning; No et Moi, Delphine de Vigan; additional supplementary materials provided by the instructor

Advanced Placement French Language and Culture
Prerequisite: French 4 or French 4 Honors, and department approval

The main objective of Advanced Placement French Language and Culture is to develop a high degree of linguistic competency in reading, listening, writing and speaking. The rigorous curriculum is designed to prepare students for the AP French Language and Culture Exam. Students develop the ability to understand spoken French in various conversational situations; increase their vocabulary to enable them to read newspaper and magazine articles, modern literature and other non-technical writings without dependence on a dictionary; and improve their capacity to express themselves in French accurately and fluently, both orally and in writing. They train to write persuasive essays as well as formal emails with precision, a high level of analysis, and sophistication.

Texts: Allons au-delà!, Richard Ladd; Une fois pour toutes, Hale Sturges et al.; L’Enfant noir, Camara Laye; Silence de la mer, Vercors; and Un coeur à rire et à pleurer, Maryse Condé

Portuguese 2
Prerequisite: Portuguese 1 or department approval

This course is designed for students who have taken Portuguese 1 or who demonstrate an appropriate level of proficiency in the language across all language skills (listening, reading, speaking, writing) through a placement test. The Portuguese 2 course fosters the development of speaking, listening, reading and writing skills in Portuguese while broadening the student’s understanding of the rich and diverse cultures of different Portuguese-speaking countries. In Portuguese 2, students strengthen all communicative skills in context through selected readings from literary texts and newspaper articles, films, music and other authentic materials. The course aims to improve students’ ability to express themselves in Portuguese with fluency and accuracy.

Texts: Ponto de Encontro, Clemence de Jouet-Pastre; additional supplementary materials provided by the instructor

Portuguese 3
Prerequisite: Portuguese 2 or department approval

This course reviews extensively all the communicative functions and grammatical concepts introduced in Portuguese 2. In addition, Portuguese 3 helps students to increase their oral and written accuracy in the language. Students give in-class presentations on Lusophone cultures, based on readings, videos, music and online resources. Students are expected to communicate orally and in writing with control of structures and a wide range of vocabulary related to the topics of study, supporting their opinions with well-formed arguments and appropriate examples. At the end of the course, the students will be prepared to take the NEWL (National Examinations in World Languages) exam in Portuguese, which is sponsored by the American Councils for International Education. The NEWL exam is a test of Portuguese language proficiency for college placement or credit; it is endorsed by the College Board as equivalent to an AP world language exam.

Texts: Contextos: Curso intermediário de português, Denise Santos et al.; additional supplementary materials provided by the instructor

Upper School Portuguese Courses

Portuguese 1
Prerequisite: Demonstrated proficiency in another world language offered at RE

This course is for students who have demonstrated a level of proficiency in another world language offered at Ransom Everglades, and who wish to develop a significant level of proficiency in Portuguese. The course is based on a communicative approach, which is presented through thematic units emphasizing the development of oral proficiency. Each unit of this course includes cultural lessons about Portugal, Brazil and the diverse Lusophone communities throughout five continents. The course also emphasizes learning and reflecting on cultures of the Portuguese-speaking world in order to develop intercultural competence.

Texts: Ponto de Encontro, Clemence de Jouet-Pastre; additional supplementary materials provided by the instructor
Middle School Courses

Middle School placements are made each year based on skill level.

Spanish A

Spanish A is a novice course designed for students who have not studied Spanish before or who have had limited exposure to the language. The course, conducted mostly in Spanish, is based on a communicative approach and focuses on listening comprehension and oral production. Students learn idiomatic expressions that facilitate communication and work towards a mastery of introductory grammatical concepts and conversational skills. Students acquire basic knowledge of the present and preterite tenses of the indicative mood and practice correct usage and pronunciation throughout the academic year. In addition, students learn about the rich, diverse and complex culture of Spanish-speaking countries and communities. The textbook and its online resources promote speaking proficiency and overall language acquisition through exposure to the vocabulary and basic grammar concepts needed to communicate in real-life everyday situations.

Texts: ¡Qué chévere! 1, Carnegie Learning; additional supplementary materials provided by the instructor

Spanish B

Spanish B is a novice-high level course for students who have already had a basic level of exposure to the language. The course, conducted mostly in Spanish, further refines students' listening, reading, writing and speaking skills. The communicative approach of this course is reinforced by the textbook and its digital components. The course begins with a thorough review of pronunciation, vocabulary and grammatical concepts. During the second semester, students expand upon foundational skills by focusing on accuracy as well as fluency. As the course progresses, students' capacity to understand, speak, read and write in Spanish evolves from novice tasks to include intermediate level situations and themes.

Texts: ¡Qué chévere! 2, Carnegie Learning; additional supplementary materials provided by the instructor

Spanish C

Spanish C is an intermediate-level course for students who have already developed some proficiency in the language. This course emphasizes the development of language proficiency at the intermediate level across all linguistic skills: reading, writing, listening and speaking. The textbook and its digital components promote a communicative approach to language acquisition focusing on the development of oral proficiency, grammatical accuracy, cultural competence and extensive vocabulary, as well as more complex written structures and verb conjugations in the indicative, subjunctive and imperative moods. This course, conducted entirely in Spanish, provides students with an array of opportunities to communicate effectively and accurately, and to read and write at an intermediate level of proficiency. An important objective of this course is to enable students to learn more about the cultures of the Spanish-speaking world through discussions, projects and interactive class activities. The readings expand the student's active vocabulary and serve as a basic introduction to the study of literature.

Texts: ¡Qué chévere! 3, Carnegie Learning; additional supplementary materials provided by the instructor

Spanish D

Spanish D is an intermediate-high-level course for students who have had significant exposure to the language and may already possess a high level of oral and listening proficiency. The course is conducted entirely in Spanish. It aims to review, refine and enhance reading and writing proficiency within a communicative and cultural approach. Emphasis is given to natural and fluent self-expression, precision in writing, critical-thinking skills, reading comprehension, and sensibility and understanding of the rich diversity of Spanish-speaking cultures and communities. The major goal of the class is to promote accuracy in speaking and writing while continuing the development of the students' abilities in intercultural communication as well as their reading comprehension skills. Students further develop oral-production skills by regularly practicing formal presentational speaking tasks. Throughout the year, the students' vocabulary increases to include more sophisticated and specialized words, as well as synonyms, cognates and formal expressions. The course requires active oral participation and thorough preparation before class. The textbook and its digital components expose students to higher-level readings, listening comprehension exercises and more complex grammatical structures.

Texts: ¡Qué chévere! 4, Carnegie Learning; additional supplementary materials provided by the instructor

Spanish E

Spanish E is an advanced course for students who have successfully completed Spanish D. In this course, conducted entirely in Spanish, students further refine and enhance their overall linguistic skills. The course is framed within a communicative and cultural approach. Spanish E is organized
World Languages Department: Spanish Courses

around the themes of beauty and aesthetics, contemporary life, families and communities, global challenges, personal and public identities, and science and technology. In this course, students begin to familiarize themselves with the different types of exercises found on the AP Spanish Language exam, and they acquire the essential vocabulary needed to express themselves accurately about those topics. Students also learn to analyze various literary texts, have student-centered conversations and oral debates in the target language, and write informational and argumentative essays.

Texts: ¡Qué chévere! 5, Carnegie Learning; additional supplementary materials provided by the instructor

AP Spanish Language and Culture

AP Spanish Language and Culture is the highest level offered at the middle school for students who have successfully completed Spanish E. This course refines the students’ use of spoken and written interpersonal modes of communication. In addition, students further develop their interpretive skills in listening and reading. The course consists of formal and informal oral presentations, in-class discussions, debates and writing tasks (poems, essays, advertisements, letters and emails). On a daily basis students practice their speaking, listening, reading and writing skills while learning more advanced vocabulary, grammatical structures and cultural concepts. Students are exposed to authentic materials as they acquire the tools that enable them to express themselves fluently in Spanish on a variety of relevant topics and current issues, such as families and communities, global challenges, science and technology, contemporary life, beauty and aesthetics, and personal and public identities. At the end of the course, students are prepared to take the AP Spanish Language and Culture Exam.

Texts: Temas & AP test preparation workbook, Vista Higher Learning; additional supplementary materials provided by the instructor

Spanish 3

Prerequisite: Spanish 2 or department approval

This course reviews extensively all the grammatical concepts introduced in Spanish 2 and continues with the introduction of more complex grammatical structures to prepare students for further study of the Spanish language. In addition, this course helps students increase their oral and written accuracy in the target language. The curriculum also includes a wide array of cultural texts from Spain and Spanish America. Students are expected to speak in Spanish during class in order to increase their oral fluency and everyday communication is emphasized to help them become comfortable, proficient and confident Spanish speakers.

Texts: ¡Qué chévere! 3, Carnegie Learning; additional supplementary materials provided by the instructor

Spanish 4

Prerequisite: Spanish 3 or department approval

The Spanish 4 course aims at refining and enhancing the student's knowledge of Spanish through a thorough review of grammatical structures, as well as the study of all the verbs tenses of the indicative, imperative and subjunctive moods. Students learn more sophisticated syntax and continue to build vocabulary. Students read about the history of Spain and Spanish American countries and analyze poems and short stories in the target language. The class is conducted in Spanish and the students are expected to speak in Spanish, thus developing their listening and conversational skills. In class, students work on multiple projects, oral presentations and cultural activities that enhance their learning experiences and increase their overall communicative proficiency in Spanish.

Upper School Courses

Spanish 2

Placement determined by the World Languages department

Spanish 2 is a novice-high-level course designed to provide the grammatical foundation needed to communicate effectively and succeed in future Spanish courses. At the beginning of the course, students thoroughly review the present and preterite tenses of the indicative mood. Students are then introduced to the imperfect tense, the differences between the imperfect and the preterite tenses, and a basic introduction of the present subjunctive to express emotions, doubts, opinions, preferences and desires. Students are also introduced to the imperative mood and learn to give direct formal and informal commands in Spanish. With each lesson, thematic vocabulary and cultural topics are integrated and reinforced through interactive activities, videos, audio programs, apps and blogs that provide additional opportunities to develop students’ fluency and accuracy. Although significant emphasis is placed on oral practice, writing and reading skills are also developed in this course.

Texts: Panorama, Vista Higher Learning; additional supplementary materials provided by the instructor
Spanish 5
Prerequisite: Spanish 4 or department approval

In the Spanish 5 course, students continue improving their listening and conversational skills, and they learn more about the culture and civilization of the Hispanic world and reinforce their mastery of essential grammatical structures necessary for effective communication in Spanish. Through a variety of fictional readings, online and print articles, and films, students develop an awareness of and appreciation for the history, customs and traditions of the Hispanic people in different communities across the globe. The class is conducted entirely in Spanish and students are expected to communicate only in Spanish. Students engage in research and make oral presentations frequently.

Advanced Topics in Spanish Language and Culture
Prerequisite: Spanish 5

This course emphasizes the study of contemporary cultural topics in the Spanish-speaking world, in communicative contexts that develop proficiency at an advanced level across all language skills. Cultural topics include economic and environmental issues, national and ethnic identities, access to and social impact of technology, globalization and global citizenship, and peace and conflict. Language study focuses attention on features of advanced-level proficiency such as elevating the register of language for communicating in formal interpersonal and presentational contexts, using elaboration and clarification to extend comparisons, narrations and arguments in all major time frames, and understand key features (pronunciation, vocabulary, syntax) of major dialects in the Spanish-speaking world. Students conduct research and make oral and written presentations in Spanish on topics that are relevant to their coursework in other areas of the Ransom Everglades curriculum. The class is conducted entirely in Spanish and students are expected to communicate only in Spanish. Authentic materials from across the Spanish-speaking world include short films, news stories on current events in video, audio and print media, contemporary prose and drama, and works from the visual and performing arts.

Advanced Placement Spanish Language and Culture
Prerequisite: Spanish 5, Advanced Topics in Spanish Language and Culture, or department approval

The AP Spanish Language and Culture course emphasizes the use of language for active communication and seeks to ensure that students develop advanced-level proficiency in the interpretive, presentational and interpersonal modes of communication. Students further develop the ability to understand spoken Spanish through exposure to listening activities that feature different spoken accents from the Spanish-speaking world in both formal and conversational situations. Students gain a stronger command of advanced vocabulary, necessary for the reading comprehension of newspaper and magazine articles, contemporary literary texts, and other non-technical writings without dependence on a dictionary. Throughout this course, students are challenged to express their own ideas orally and in writing, accurately and with facility of speech. This course has a strong emphasis on presentational and interpersonal writing and weekly compositions are an important part of the course. The curriculum includes a vast selection of relevant themes and current topics that increase students’ engagement during class, such as the arts, global affairs, literary texts, sports news and environmental issues, among others. Students prepare for the AP Spanish Language and Culture Exam using multiple authentic materials including audio recordings, blogs, websites, films, newspapers and magazines. The course features various, engaging communicative activities that underscore the interdisciplinary nature of its thematic units.

Cultures and Identities of Latin America
Prerequisite: Advanced Placement Spanish Language and Culture

This course, conducted entirely in Spanish, provides students with an understanding of the history, literature, and culture of the multifaceted region of Latin America. This course covers pre-Columbian civilizations, the conquest, three centuries of colonialism, independence and modern Latin America. Students
World Languages Department: Spanish Courses

will analyze key topics, themes and historical processes in the construction of Latin America. They will explore nation-building and identity-formation processes by thinking critically about cultural scenarios. This course will expose students to music, literary texts, film, arts, theater and pop culture through considerations of gender, class and race. Since the course is conducted in Spanish, students will explore Latin America using one of its most spoken languages.

Texts: *Las culturas y civilizaciones latinoamericanas*, Floyd Merrell and María Teresa DePaoli; additional supplementary materials provided by the instructor

### Spanish Conversation and Culture

**Prerequisite: Advanced Placement Spanish Language and Culture**

The main focus of this course is the study of the cultures of Spanish-speaking countries through research and discussion of their history, architecture, art, customs, traditions, gastronomy, music and literature. This course is designed around multiple projects that enhance the students’ communicative skills in Spanish, while also developing their research and critical-thinking skills. Since students must conduct research and present their findings orally in class, this course also includes opportunities to enhance their global, digital and media literacies.

Students conduct research on painters, sculptors, authors, artists, presidents, leaders in the worlds of fashion and show business, from both Spain and Spanish America. Students also learn to better appreciate art and culture through Spanish films based on history, literature and politics.

Texts: *Intrigas*, James Courtad et al.; additional supplementary materials provided by the instructor

### AP Spanish Literature and Culture

**Prerequisite: Advanced Placement Spanish Language and Culture**

AP Spanish Literature and Culture is a college-level course surveying the literature of Spain, Latin America and U.S. Hispanic communities from the Middle Ages through the 21st century. Students examine a wide array of literary and artistic movements, literary genres and authors that provide fascinating portrayals of these complex worlds. In this course, literature is studied through global, historical and contemporary cultural contexts. Students practice and expand their linguistic skills in Spanish through interpretive, presentational and interpersonal modes of communication. They are encouraged to make interdisciplinary connections, explore historical contexts and make cross-cultural comparisons. This is a highly advanced course that places a heavy emphasis on class discussions, close readings and critical thinking. Assessments include essays, quizzes, reading comprehension exercises, practice tests, literary text analysis and daily participation in class.

Text: *Azulejo*, María Colbert, which includes all the works and authors from the required AP reading list.
The RE Arts Department encourages creative and interpretive problem-solving. Improvisation, personal expression and a respect for various viewpoints are touchstones in the arts. By creating visual and performance pieces that infuse this ethos into student projects and productions, our goal is to propel the arts forward into future generations, passing on a lifelong love and appreciation for the arts which will lead to the betterment of our culture and a brighter future for our world.

### Performing Arts Curriculum

#### Middle School

**Theatre & Dance**
- Drama 6, 7, 8
- Musical Theatre
- Dance

**Instrumental Music**
- Beginning Band
- Concert Band
- Symphonic Band
- Beginning String Orchestra
- Intermediate String Orchestra
- Advanced String Orchestra
- Chamber String Ensemble

**Performing Arts Appreciation Courses**
- Performing Arts 6
- Performing Arts 7

#### Upper School

**Theatre & Dance**
- Acting Studio 1, 2
- Musical Theatre
- Theatre Workshop
- Senior Directing Workshop
- Stage Production and Design 1, 2
- Dance Workshop

**Instrumental Music**
- Symphonic Band
- Jazz Band
- RE Combo
- Rock Ensemble
- Percussion Ensemble
- Guitar 1, 2
- String Orchestra
- Advanced Chamber Ensemble

**Music Theory**
- AP Music Theory

**Arts Units (see page 3)**
- Cast member or stage manager in the RE play or musical (1 unit for each production)
- RE Singers (1 unit per year of participation)
- Member of tech crew for 3 RE drama productions in the same year (1 unit for a year of participation, subject to attendance and participation standards)
- Dance Team (1 unit for a full year of participation; cannot be used for both Art and PE in the same year)
Arts Department

Visual Arts Curriculum

Middle School

**Digital Art, Design & Publication**
- Digital Art 6, 8
- Digital Art and Design 7
- Advanced Digital Art and Design 8
- Middle School Yearbook

**Studio Art & Photography**
- 2-Dimensional Art 6
- 3-Dimensional Art 6
- Studio Arts 7
- Jewelry and Functional Objects 8
- Painting and Drawing 8
- Sculpture and Design 8
- Introduction to Photography 8

**Visual Arts Appreciation Courses**
- Visual Arts 6
- Visual Arts 7

Upper School

**Digital Art, Design & Publication**
- Art Design and Technology
- Yearbook

**Studio Art & Photography**
- Architectural Design 1, 2, 3, 4
- Ceramics 1, 2, 3
- Studio Art 1, 2, 3, 4
- Photography 1
- Experimental Photography
- Natural Light Photography
- Portraiture Photography

**Middle School Visual Arts Coordinator:** Ms. Elsa Muñoz

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**Middle School Curriculum Note**

A broad exposure to the arts is an important part of the middle school experience. All students must therefore complete two semesters of visual art and two semesters of performing art. Students in the sixth and seventh grades who choose a visual arts elective will take a one-semester performing arts appreciation course during the semester they are not taking robotics and programming. Students in the sixth and seventh grades who choose a performing arts elective will take a one-semester visual arts appreciation course during the semester they are not taking robotics and programming. Students who reach the 8th grade without having two semesters each of visual art and performing arts will need to satisfy this requirement through their choice of elective courses. Note that all elective courses may not be offered every year. Students should be comfortable with all of the courses they list on their course request form.

**Upper School Curriculum Note**

One of the goals behind the school's "one credit plus two units" requirement – particularly the restriction of arts "units" to grades 10, 11 and 12 – is to encourage students to participate in a sustained commitment to the study and production of art, as well as to ensure the integrity of our arts programs. Freshman are strongly encouraged to take a course in the arts, and remain engaged in the arts throughout their high school career.
Arts Department: Performing Arts Courses

**Middle School Performing Arts Appreciation Courses**

**Performing Arts 6**
*Required for all students in grade 6 who are taking a visual arts elective (one semester)*

This introductory course focuses on developing the individual student performer. Students engage in performance activities geared toward personal skill development, individual expression and creativity while building confidence and self-esteem.

**Performing Arts 7**
*Required for all students in grade 7 who are taking a visual arts elective (one semester)*

This course develops ensemble experience and a deeper appreciation for the performing arts. Students are given opportunities to develop their creativity and leadership skills through collaborative activities and group projects.

**Middle School Theatre & Dance Courses**

**Drama 6**
*Open to all students in grade 6*

This class is designed for students who have an interest in exploring theater arts. This creative, performance-oriented program focuses on improving self-esteem, public-speaking skills and concentration through the use of improvisation, pantomime, vocalization and theater games. By creating a fully rounded theater education foundation, this course cultivates effective performers as well as discerning theater enthusiasts. No previous experience is necessary, just a willingness to become involved and committed to the class activities.

**Drama 7**
*Open to all students in grade 7*

This course includes performance and audition work, directing workshops, playwriting, film festivals, live play performances and an independent film project. The primary focus of the seventh-grade drama program is to develop advanced performance skills, directing techniques and artistic collaboration. Seventh graders learn to utilize theater arts as an instrument to influence and impact on society. No previous experience is necessary, just a willingness to become involved and committed to the class activities.

**Drama 8**
*Open to all students in grade 8*

The eighth-grade drama curriculum focuses on using theater as a medium for individual expression. This is an improvisation-based class with an emphasis on creating original characters and scripts. This unique program is full of projects and performances that are intended to showcase students at their creative best. These projects include classic monologues, a full-length performance showcase, as well as scripting, performing and directing original films with dialogue for the final project. No previous experience is necessary, just a willingness to become involved and committed to the class activities.

**Middle School Musical Theatre**
*Open to all students in grades 7-8*

In this course students will be able to explore storytelling through song. The majority of the course involves creating, rehearsing and performing musical numbers. Students perform solos, duets, trios and ensemble numbers, and direct and choreograph for their classmates. A portion of the course develops musical theatre appreciation as students learn about Broadway history and tradition while watching performances from different musical theatre genres and composers. Students signing up for this course should feel comfortable performing on stage.

**Dance**
*Open to all students in grades 6-8*

Students learn how to dance with joy, passion and respect for technique and history. Students explore the diversity of the dance world by learning various dance styles, techniques and genres. Students learn about the history and context of each style, and genre-specific terminology and skills, by viewing and critiquing the aesthetics of dance, and creating and performing works in each genre. All of these elements culminate with opportunities for students to perform in multiple venues in school and surrounding communities. This course emphasizes the essential components of the art of dance; students leave this course with a well-rounded educational dance foundation that simultaneously strengthens their personal and developmental skills and imbues a diverse cultural and social consciousness. No prior dance experience is required.
Arts Department: Performing Arts Courses

Upper School Theatre & Dance Courses

Acting Studio 1
Open to all students in grades 9-12

This course serves as an introduction to theatre and performance. Students study the various aspects of a complete theatrical production, including acting, sets, costumes, lighting, sound, and make-up. Daily acting exercises, participation in theatre games and projects make up the majority of the student’s grade. Students also must demonstrate an understanding of basic acting skills and memorization through one monologue performance each semester. Theatre etiquette, the audition process, beginning movement, diction and basic stage terms are also covered. Students are required to record significant experiences and reflections in a journal.

Acting Studio 2
Open to students in grades 10-12
Prerequisite: Acting Studio 1 or department approval

This course shifts the focus of the actor from an individual performer to that of an ensemble performer. Students read and analyze various plays, learning how to identify beats, objectives, subtext, obstacles and intention. Daily improvisational exercises, as well as duet and group scene performances, build the student’s confidence, communication and collaboration skills, creativity and critical thinking. Students are expected to evaluate and critique class performances, and also to record significant experiences and reflections in a journal.

Musical Theatre
Open to all students in grades 10-12
Prerequisite: Acting Studio 1 or department approval

Students are immersed in the world of musical theatre through research and study of key directors, choreographers, musical directors and productions. Movement and dance are explored, as well as vocal technique and character development. Students observe and critique professional and amateur performances, both live and recorded. Students are expected to perform at various events throughout the school year as a member of RE Singers.

Theatre Workshop
Open to students in grades 11-12
Prerequisite: Acting Studio 2 or department approval

This course is designed to give students an awareness and appreciation of the world of theatre. Students research and analyze classic and contemporary practices in theatre arts. Basic understanding of stagecraft, acting practices, rehearsal techniques and character development are also covered. Students develop a mastery of theatre critique and different theatrical styles. A research project each semester, consisting of an oral presentation, paper and visual aid, assesses the students’ understanding.

Senior Directing Workshop
Open to students in grade 12
Prerequisites: Theatre Workshop or department approval

Students learn to view a production from the director’s perspective. Every element of a production is covered: script analysis, interpretation, play selection, casting, blocking, technical concepts, rehearsal process, performance and strike. Students refine skills including time management, budgeting and collaboration. Working closely with the technical theater class and instructor, students prepare and present their strongest work in the form of a 10- to 20-minute scene or play at the Senior Directing Showcase. For this showcase, students prepare publicity announcements and various other forms of communication and promotional materials.

Dance Workshop
Open to all students in grades 9-12

In this course, students will look at dance as an expression of human culture and will be asked to analyze key developments in dance as they relate to social, political and historical changes and events. Dance Workshop aims to provide students with a general base knowledge of the art of dance. Focusing on the interpretation, critique and usage of dance as a movement-based language, students will learn to communicate the emotions, experiences, viewpoints and creative narratives of their ensemble.

Stage Production and Design 1
Open to all students in grades 9-12

Lights, Curtain, Action! RE students are in charge of the show. This course provides a hands-on exploration of technical theatre, in which students explore lighting, scenic and sound design, rigging and live video production. Throughout the year, a core group of students from this class will be behind the scenes for school assemblies, selected special events, and a variety of productions from the performing arts department such as musicals, rock concerts and orchestra performances.
Arts Department: Performing Arts Courses

Stage Production and Design 2
Open to students in grades 10-12  
Prerequisite: Stage Production and Design 1 or department approval

In this project-based course, students develop advanced skills in the creative-design aspects of traditional and modern theater, including costuming, sound and Foley design with Adobe Audition, lighting design and the rendering and creation of production sets and props. Beginning with drafting and design work using Vectorworks, students venture across the many layers of technical theatre, acquiring the skills to put on a successful production from the development phase to execution. In this hands-on approach to learning the technical aspects of theater, students lead in the design and execution of performing arts productions and varied school-wide events.

Representative texts: Technical Design Solutions for Theatre, Bronislaw J. Sammler and Don Harvey; Backstage Handbook: An Illustrated Almanac of Technical Information, Paul Carter

Middle School Instrumental Music Courses

Beginning Band
Open to all students in grades 6-8

Beginning band teaches basic music-reading skills and musical concepts for successful participation in the band program. Students develop music appreciation and sensitivity while learning to play a standard brass, wind or percussion instrument. Instruments to choose from include the flute, oboe, bassoon, clarinet, saxophone, trumpet, horn, trombone, baritone, tuba and percussion. Focus is on individual skill development, with opportunities for small ensemble and large-group performances. Beginning band offers two major performances during the year. Successful completion of this course prepares students to move on to a higher-level band course. No prior musical experience is required.

Text: Essential Elements for Band, Book 1

Intermediate (Concert) Band
Open to students in grades 6-8  
Prerequisites: Prior musical experience and department approval

The concert band is the intermediate-level class of the Ransom Everglades Middle School band program. The course is organized to continue to develop basic music-reading skills and musical concepts that are needed to participate successfully in the band program. Students increase their musical appreciation and sensitivity while learning to play a standard brass, wind, or percussion instrument. Large group performances are emphasized, with opportunities offered for small ensemble and individual skill development. A wide variety of music is performed, including classical, jazz and popular styles. The concert band offers three major performances during the year. Attendance at special rehearsals and all performances is required. It is hoped that successful completion of this course will encourage students to move on to the symphonic band in the following year.

Advanced (Symphonic) Band
Open to students in grades 7-8  
Prerequisites: Prior musical experience and department approval

The symphonic band is the top-level class of the Ransom Everglades Middle School band program, and is organized to continue to develop basic music reading skills and musical concepts that are needed to participate successfully in the band program. Students increase their musical appreciation and sensitivity while learning to play a standard brass, wind or percussion instrument. The emphasis is on performance in large groups, with opportunities offered for small ensemble and individual skill development as well. A wide variety of music is performed, including classical, jazz and popular styles. The symphonic band has five to seven major performances during the year. Attendance at special rehearsals and all performances is required. It is hoped that successful completion of this course will encourage students to continue in the band program at the upper school. Some prior musical experience is required to join the symphonic band.

Beginning String Orchestra
Open to all students in grades 6-8

As the introductory class of the Ransom Everglades orchestra, beginning string orchestra teaches students basic music-reading skills and musical concepts that are needed to participate successfully in the orchestra program. Students develop musical appreciation and sensitivity while learning to play a string instrument. Instruments to choose from are violin, viola, cello and double bass. The development of individual skills is emphasized with opportunities for small ensemble and large-group performances. The beginning orchestra presents two major performances during the year. No prior musical experience is required.

Intermediate String Orchestra
Open to students in grades 6-8  
Prerequisites: Prior musical experience and department approval

The intermediate string orchestra is organized to continue to develop basic music-reading skills and musical concepts that are needed to participate successfully in the orchestra program.
Arts Department: Performing Arts Courses

Students increase their musical appreciation and sensitivity while learning to play a string instrument. Focus is on large-group performances, with opportunities for small ensemble and individual skill development. A wide variety of music is performed including classical, jazz and popular styles. The intermediate string orchestra offers three major performances during the year. Attendance at special rehearsals and all performances is required. It is hoped that successful completion of this course will encourage students to move on to the advanced string orchestra in the following year.

Advanced String Orchestra
Open to students in grades 6-8
Prerequisites: Prior musical experience and department approval

The advanced string orchestra is an advanced class in the Ransom Everglades Middle School orchestra program. The course is organized to continue to develop music-reading skills and musical concepts that are needed to participate successfully in the orchestra program. Students increase their musical appreciation and sensitivity while learning to play a string instrument. Focus will be on large-group performances, with opportunities for small ensemble and individual skill development as well. A wide variety of music is performed including classical, jazz and popular styles. The advanced string orchestra performs four to six times during the year. Attendance at special rehearsals and all performances is required. It is hoped that successful completion of this course will encourage students to join the Chamber String Ensemble or continue in the orchestra program at the upper school.

Chamber String Ensemble
Open to students in grades 6-8
Prerequisites: Advanced musical experience and department approval

The chamber string ensemble is the highest level of the Ransom Everglades Middle School orchestra program. The class is organized to further develop high-level music-reading skills, sight reading, and musical concepts. Focus is on small-group performances, with opportunities for individual skill development as well as collaboration with the upper school ensemble. A wide variety of music is performed for community outreach and performances. The chamber string ensemble performs six to eight times during the year. Attendance at special rehearsals and all performances is required.

Upper School Instrumental Music Courses

Symphonic Band
Open to students in grades 9-12
Prerequisites: Previous instrumental training and department approval

This class provides an opportunity for students to perform a wide variety of band literature. Emphasis is on the development of musical skills and understanding through rehearsal and performance. Solo and ensemble music is studied and performed. Additional emphasis is placed on the development of music-reading skills, phrasing, interpretation, articulation, tone and awareness of musical style and form. Out-of-class rehearsals may be scheduled as needed to prepare for concerts. Preparation and performance of a solo or ensemble on the Florida Bandmasters Association list, grade one through seven, is required. Students progress to the next grade level upon earning a superior rating. Students in this class also perform with the Combined Symphonic Band; concert performance is required.

Jazz Band
Open to students in grades 9-12
Prerequisites: Previous instrumental training

This course is for beginning and intermediate students who perform on any instrument including piano or voice. The course develops a wide range of musical skills, including reading music, ensemble playing, and technical facility on the instrument – including articulation, tone and musicianship. Students learn jazz theory, scales and improvisation, and will participate in the Florida Bandmasters Association solo and ensemble festival. Students in this class also perform with the Combined Symphonic Band.

RE Combo
Open to students in grades 9-12
Prerequisites: Previous jazz training and audition

In this performance-based course, students rehearse jazz literature and jazz improvisation. This is a traveling ensemble, and participation in performances in school and out of school is expected. The RE Combo may also perform with the Jazz Band and the Combined Symphonic Band for events such as the Symphonic Band Festival. Admission into the RE Combo is by audition and invitation of the director. Students interested in earning an invitation to this group should participate in strings, guitar, jazz band and/or symphonic band courses to continue to develop their skills as instrumentalists. These courses and other opportunities will offer students experience in the jazz idiom in order to help them become qualified for the RE Combo.

Guitar 1
Open to all students in grades 9-12

This class offers a performance and study opportunity for beginning guitarists and those with little or no experience performing on a musical instrument. Students in this class will work predominantly in a large-group setting. Instruments are provided by the school. An introduction to all musical periods is included as students explore a variety of styles including pop, rock, blues, folk, jazz and others. Listening and
historical discussions are part of the course. This class also offers opportunities on other instruments as called upon by the literature. These may include voice, electric guitar, ukulele, bass, percussion and other stringed instruments. This class will be included in performances when students have comfortably attained the necessary skills. Previous musical experience is not required.

**Guitar 2**  
**Open to students in grades 10-12**  
**Prerequisites: Guitar 1 or department approval**  
This class offers a performance and study opportunity for young guitarists. Performances include solo, duet, trio, quartet and large group settings. All instruments are provided by the school. An introduction to musical periods from the medieval to the contemporary are included as students explore a variety of styles including pop, folk, rock, blues, jazz, classical and others. Songwriting will be studied through music videos and work that includes learning chords and rhythm guitar techniques. Listening and historical discussions of popular music styles and periods are part of the course. This class also offers opportunities on voice, electric guitar, bass, percussion and other stringed instruments. This class will be a regular performing group as part of the RE Band program.

**Rock Ensemble**  
**Open to all students in grades 9-12**  
**Prerequisites: Prior musical experience and department approval**  
This class will provide an opportunity to learn popular rock standards and rehearse and perform in an authentic rock band. Instruction on lead and rhythm guitar, electric bass, electronic keyboard, drums and auxiliary percussion will be offered. This class will include at least one performing group. Students will learn about the roots of the rock/pop styles through the study of the great Americans Buddy Bolden, Eddie Lang, Robert Johnson, Charlie Christian, Chuck Berry and Jimi Hendrix, all the way to Gary Clark, Jr. Scale and chord theory will be explored, allowing students to hone their skills on lead guitar and rhythm guitar, bass and keyboard. Drum set styles and the use of auxiliary rock percussion will also be covered, as well as vocals when appropriate. Prior musical experience is welcomed, but not required.

**Percussion Ensemble**  
**Open to all students in grades 9-12**  
This class will offer performance opportunities on the instruments of the entire percussion family. Students will learn on instruments such as drums, cymbals, vibes, marimba, timpani, and all of the auxiliary percussion instruments. Percussion techniques, rudiments, sticking and percussion notation will be explored. Adjudicated performances will be offered in the solo, duet, trio, quartet, quintet, sextet, septet and octet settings. Students in this class will have an opportunity to pursue performing with the RE Combined Symphonic Band. Prior musical experience is preferred but not required.

**String Orchestra**  
**Open to students in grades 9-12**  
**Prerequisites: Prior musical experience and department approval**  
Students in the String Orchestra continue to develop music reading skills and musical concepts. Students increase their musical appreciation and sensitivity while learning to master a string instrument. The focus is on large-group performances with opportunities for small ensemble and individual skill development. A wide variety of music is performed including classical, rock and popular styles. The orchestra has several major performances during the year. Attendance at all special rehearsals and performances is required.

**Advanced Chamber Ensemble**  
**Open to students in grades 9-12**  
**Prerequisites: String Orchestra or department approval, and audition**  
The Advanced Chamber Ensemble is a course that provides an opportunity for students to perform the standard professional repertoire for string chamber ensembles. The emphasis of this course is on the development of technical and artistic skills: bow techniques, awareness of tone quality, and musical style and form. In addition, there is general score study and listening to enhance performance of chosen repertoire. A performance/master class meets once a week to create an opportunity for students to perform solos, duets, trios, quartets and other small ensembles, based upon student need or interest. Concert performances are required. There are opportunities for travel and community outreach performances where ensembles, such as string quartets, will be featured.

**Advanced Placement Music Theory**  
**Open to students in grades 10-12**  
**Prerequisite: Department approval**  
This class teaches students college-level music theory and prepares students for the AP Music Theory Examination. Areas covered include ear-training (which involves rhythmic, melodic and harmonic dictation), written theory and form and analysis. Students are expected to perform at various events throughout the school year as a member of RE.Singers. A basic understanding of written and aural theory is required to take the course. Prior study of music theory and concurrent private instrumental study or enrollment in a performing ensemble is recommended.
RE Singers

RE Singers is a volunteer vocal ensemble that performs for large events such as commencement, St. Alban’s Day and the annual Veterans Day assembly, among others. In keeping with the tradition of our school, it comprises both students and faculty, and it includes students from all performing arts classes, as well as members from the student body at large. The ensemble sings in a variety of traditional and popular styles. Ensemble members must commit to a regular rehearsal and performance schedule.

Note that while this is not a formal arts course, students may earn an arts unit with sustained participation and attendance at all rehearsals and performances.

Private Music Instruction

Ransom Everglades will facilitate the scheduling of private music lessons on campus for students with our faculty and adjunct faculty members. Lessons are scheduled based on the availability of the instructors. Students must commit to at least one semester of weekly instruction with one scheduled meeting per week. A separate fee will be billed to student accounts for private lessons. Students who are interested may contact the Performing Arts Department for scheduling information.

Note that students may not earn RE arts course credit or units through private music instruction.

Middle School Digital Art, Design & Publication Courses

Digital Art 6
Open to all students in grade 6 (one semester)

This elective gives students a brief introduction to Photoshop, Illustrator, Animate and Fresco. Students learn to use these software programs through step-by-step and open-ended lessons. Drawing inspiration from historical and contemporary artists, students create their own imaginative and personal design-oriented projects. Students are encouraged to be self-expressive and to problem-solve as they tinker with artistic possibilities. This course lays a solid foundation for future art courses and increases an understanding of the principles of design as students work experimentally and creatively with modern technology.

Digital Art and Design 7
Open to all students in grade 7

In this course, each student explores the world of digital art and photography with the use of a camera and computer. Students will utilize various software, including Adobe Illustrator, Photoshop, Animate, Fresco, Premiere Pro and After Effects, along with Meshmixer, a 3-D modeling program for 3-D printing. These programs are introduced with step-by-step instruction, followed by a discovery period where students work independently or collaboratively as a team. Students gain experience in digital drawing, design elements, composition and foundation-level digital art skills. Technical aspects of animation and video production are taught and cinematic storytelling emphasized in projects. From digital drawing to video production to product design, students are asked to work experimentally and creatively as they build a digital portfolio using modern technology.

Digital Art 8
Open to all students in grade 8 (one semester)

In this course for students without previous experience in digital art, students explore Adobe Photoshop, Illustrator, Animate, and Premiere Pro, as well as 3-D printing software. Students create projects that are flexible and allow for personal and individual
Arts Department: Visual Arts Courses

Creative freedom after step-by-step instructions on basic tools of each program. Students gain experience in the following areas: computer arts, digital photography, animation, motion graphics, video, digital storytelling, and 3-D printing.

Advanced Digital Art and Design 8
Open to students in grade 8
Prerequisite: Digital Art and Design 7

In this course, students acquire in-depth experience with the Adobe digital software, which includes Adobe Photoshop, Illustrator, Animate, Premiere Pro and After Effects. Advanced tools and techniques are taught for each program. Students create projects that allow for personal and individual creative freedom. In addition, students learn 3-D printing with the Autodesk Fusion 360 software. Students gain experience in the following areas: computer arts, digital photography, animation, motion graphics, video, digital storytelling, visual effects, audio production and 3-D printing. Course projects are tailored to fit the interests of each student. Students explore various digital tools and concepts while producing a digital portfolio. This course increases students' digital proficiency and understanding of the principles of design as they work experimentally and creatively with the latest industry-standard software.

Middle School Yearbook
Open to all students in grade 8

This course represents an introduction to the fundamentals of photography, graphic design, and print publication in a real-world context. Students work with Adobe Photoshop and an internet-based online design software to create a yearly depiction of the Ransom Everglades Middle School campus. As staffers, students do all the writing, photography and layout design for the school's yearbook. They develop story angles; interview peers, faculty, staff and community members; manage deadlines tailored to a yearly approved budget; develop a theme representative of the climate on campus; and edit and design graphics. There are a number of leadership positions for the publication that are typically filled by senior members of the staff. The class produces a substantial yearbook that is distributed to students and faculty in the upper school and is an artifact of the school's history.

Upper School Digital Art, Design & Publication Courses

Middle School Studio Art & Photography Courses

2-Dimensional Art 6
Open to all students in grade 6 (one semester)

This studio elective introduces students to processes such as design, drawing, printmaking and painting on two-dimensional surfaces. Young artists actively engage in hands-on design assignments that encourage experimentation and creativity. While enjoying the less structured environment of the art studio, students investigate elements such as line, shape, color, value and form through a variety of mediums. The work of contemporary artists, the vocabulary of art, and tools commonly found in art studios are introduced and integrated into the curriculum. This course strengthens fine-motor ability, increases risk-taking opportunities and builds students' confidence as they learn to work and think creatively.
Arts Department: Visual Arts Courses

3-Dimensional Art 6
Open to all students in grade 6 (one semester)

This elective introduces students to the fundamentals of sculpture with hands-on projects created within a less structured and experimental environment of the art studio. Students are encouraged to be creative risk-takers as they design, craft and construct, often drawing inspiration from ancient and contemporary art. Using elements such as mass, space, line and texture, and a variety of building techniques and materials, students work on a range of short-term exercises and in-depth projects. As students learn to carve, cast and assemble, using everything from paper-mache to plaster, they strengthen fine-motor ability and gain a better understanding of three-dimensional design. In this course, experimentation is encouraged and celebrated, and lays a strong foundation for future visual arts classes.

Studio Arts 7
Open to all students in grade 7

This elective is a creative, hands-on, studio-based course that introduces students to a range of materials and concepts while giving each student an opportunity to develop two- and three-dimensional art skills. Along with mixed-media and recycled art, the course includes drawing and design, painting and printmaking, sculpture and jewelry making. Within the less structured environment of the art studio, students actively engage in a variety of individual and group problem-solving exercises as well as longer, in-depth individual projects that investigate elements such as line, shape, color, value and form using a variety of mediums. The work of artists throughout history is regularly introduced and integrated into the curriculum. This course strengthens fine-motor ability, increases risk-taking opportunities, and broadens each student’s understanding of the principles of art as it lays a strong foundation for future experiences in the visual arts.

Jewelry and Functional Objects 8
Open to all students in grade 8 (one semester)

In this elective, students learn to design and craft functional and decorative pieces such as jewelry, bowls and wearable sculpture. Using a variety of techniques, materials and processes, students will gain experience as they explore each new design challenge presented. Artists and designers continue to find inspiration for their decorative designs from their environment, often working with shapes, motifs and patterns. This course guides students through the process of designing — from concept to completion — aesthetically pleasing and well-crafted objects.

Painting and Drawing 8
Open to all students in grade 8 (one semester)

In this studio elective, students explore processes and mediums used to produce drawings and paintings on two-dimensional surfaces. Students develop observational drawing and painting skills while strengthening their understanding of color, line, and value in both short-term projects and longer, in-depth projects. Students develop their creativity, perseverance, collaborative and critical thinking skills while increasing risk-taking opportunities through the making of art.

Sculpture and Design 8
Open to all students in grade 8 (one semester)

In this elective, students explore the elements of sculpture while further developing design, craftsmanship and three-dimensional problem-solving skills. Students experiment with a wide range of construction materials, learn more advanced building techniques, that include carving and casting, and use many tools commonly found in a sculpture workshop. Sculptural concepts by artists, architects and designers will be incorporated into the curriculum. Students will develop their creativity, aesthetic sensibility and manual dexterity as they gain new appreciation for forms around them.

Introduction to Photography
Open to all students in grade 8 (one semester)

This elective covers the basic concepts of photography while looking at the world through a lens. Students are introduced to aesthetic principles of photography such as composition, light, exposure, color and space. The use of the camera, tripod and other photographic equipment is taught in addition to the digital manipulation of photographs in Adobe Photoshop and Lightroom. Students gain an appreciation and understanding of photography as a means of visual and artistic expression as they build a portfolio of their work.

Upper School Studio Art & Photography Courses

Architectural Design 1
Open to all students in grades 9-12

Through media presentations, lectures, field trips and hands-on experiences, students investigate solutions to architectural problems. Historical solutions offer guideposts for creative, innovative designs. Projects include architectural planning, site planning, floor-plan drawing, elevations and building-scale models, and students produce a digital catalogue of their projects throughout the course.
Arts Department: Visual Arts Courses

Architectural Design 2
Prerequisite: Architectural Design 1 or department approval

Architectural Design 2 is for students who wish to explore architectural-design forms and continue to hone their technical expertise and increase their knowledge of architectural forms learned in Architectural Design 1. Students produce a digital catalogue of their projects, creating a portfolio of their work.

Architectural Design 3
Prerequisite: Architectural Design 2 or department approval

Architectural Design 3 emphasizes portfolio building through projects using various materials, rendering exercises and research on past and current architectural trends. This course includes field trips and visiting lecturers. Students also learn how to curate their work and assemble a finished portfolio. A digital catalogue of projects is maintained and reviewed throughout the year.

Architectural Design 4
Prerequisite: Architectural Design 3 or department approval

As the culmination of the three previous levels of Architectural Design, students are challenged to propose projects based on areas of personal interest and to support those proposals with research they conduct. Media presentations, visiting architects and field trips supplement the course. Students learn to assemble, critique and present their portfolios. Students are required to demonstrate technical expertise and present a final portfolio from their digital catalogue of projects.

Ceramics 1
Open to all students in grades 9-12

This course presents an introduction to clay as a material and an exploration of the ceramic process. Students explore Native American, Middle Eastern, African and contemporary American art influences. They construct forms using hand-building techniques (pinching, coiling and slabs) and are introduced to the potter’s wheel. Students also explore various glazing styles and learn about the firing process.

Ceramics 2
Prerequisite: Ceramics 1

Building on the skills acquired during the Level 1 course, students explore new building processes and forming techniques with an emphasis on developing a personal style. Students learn advanced hand-building and glazing techniques while focusing on styles they wish to further explore. Students use critical thinking and problem-solving skills as they investigate the medium. Students further investigate the surface of ceramics as a canvas to tell stories both abstract and representational. Lectures and demonstrations cover effective ways to create imagery on sculptural or utilitarian forms. Students gain greater ceramic skills and knowledge, and further develop their abilities to work creatively with clay. Students research and report on contemporary and historical artists.

Ceramics 3
Prerequisite: Ceramics 2

The goals of this course are to provide advanced students with opportunities to grow in a setting with ambitious peers and to produce advanced works. Lectures and demonstrations expose students to contemporary ceramic artists and new building techniques. Students interested in creating utilitarian work on the potter’s wheel continue to refine their technique and explore the ergonomics of their designs. Students who prefer to create sculptural work investigate the relationships between art and the spectator. Students are expected to synthesize what was learned in the courses as they pursue and develop their personal styles. Considerable freedom of self-expression is afforded to students who have demonstrated proficiency in working with clay. In this terminal course in the ceramics program, students also learn how to curate their work and assemble a finished portfolio.

Studio Art 1
Open to all students in grades 9-12

The purpose of the course is to develop creative skills through hands-on experiences while acquiring knowledge and understanding, as well as an appreciation for the creative process. This class investigates specific problems in design focusing on the use of various tools and media. Projects are designed to explore two-dimensional techniques (drawing and painting). Each unit focuses on a particular aspect of technique, with classes particularly designed for a combination of hands-on experiences, lectures, audio-visual presentations, demonstrations and critiques. Students produce a digital catalogue of their projects throughout the course.

Studio Art 2
Prerequisite: Studio Art 1

The Studio Art 2 curriculum emphasizes technique and skill building with a focus on painting. Students are introduced to oil painting with an emphasis on presentation and portfolio production. Students are encouraged to explore and experiment with an ever-widening variety of media. Students produce a digital catalogue of their projects throughout the course, building a foundation for a portfolio of their work.
Arts Department: Visual Arts Courses

Studio Art 3
Prerequisite: Studio Art 2

With the prerequisite of Studio Art 2, Studio Art 3 allows students to incorporate and hone their skills and understanding of various media presented in Studio Art 1 and Studio Art 2 while taking the additional step of developing personal imagery. Students are given increased freedom to challenge themselves; they propose and execute projects that fulfill their unique personal vision. Multimedia presentations, demonstrations and field trips supplement the curriculum. Portfolio development is emphasized and a digital catalogue of projects is maintained and reviewed throughout the year.

Studio Art 4
Prerequisite: Studio Art 3

As the culmination of the previous three levels of Studio Art, Studio Art 4 curriculum is student-driven. Project proposals are presented by students; they must offer a rationale for their projects based on themes, technical expertise and relevance to their body of work as a whole. Group, theme-based projects are also included. Students are challenged to research, design, construct and present exhibitions. Media presentations, visiting artists and field trips supplement the curriculum. In this terminal course in the studio art program, students also learn how to curate their work and assemble a finished portfolio from their digital catalogues of artwork.

Photography 1
Open to all students in grades 9-12

This course offers an introduction to the fundamentals of photography. Students learn camera anatomy, operation and digital workflow with Adobe Lightroom and Photoshop. Students also develop the creative freedom to sculpt light with continuous lights and strobes. This class is designed for students interested in improving their photography skills and developing a deeper and more artistic approach to the art and craft of photography.

Experimental Photography
Open to students in grades 10-12
Prerequisite: Photography 1

The rapid development of digital photographic technology has allowed photographers to create virtually anything one can imagine. This course is designed to “open the doors of perception” to what is possible in photography through non-traditional projects that push students to think creatively and outside of the box. Students delve into unique themes such as light painting, camera obscura and alternative photographic processes. This course has a heavy emphasis on computer-based digital processing.

Natural Light Photography
Open to students in grades 10-12
Prerequisite: Photography 1

Natural light in photography can be used to create stunning works of art and incredibly complex images. The majority of fashion, architectural, aerial and other photographic art forms use natural light as the principal light source in their work. While strobes are a very valuable tool in a photographer’s tool belt, the sun and moon are ubiquitous and powerful and should be a photographer’s close ally. Natural light photography requires a keen understanding of one’s surroundings and a distinct flexibility in order to create successful imagery. This class teaches students just how to do that through projects involving all forms of natural light – including the stars themselves.

Portraiture Photography
Open to students in grades 10-12
Prerequisite: Photography 1

Portraiture photography has its origins in the very roots of photographic history, yet it has evolved with technology and remains on the cutting edge of what is possible in the art form today. Capturing engaging portraits remains a staple of any photographer’s skill set and this class showcases what is possible beyond the standard portrait. Students learn studio and strobe techniques that take their work well beyond the classroom, giving them images that set their work apart.
Physical Education Curriculum

### Middle School

- Physical Education 6, 7, 8

### Grade 9

- Physical Education
  - (Sailing, Swimming, CPR/First Aid, Fitness, Paddle Sports)

### Grades 10-12

- Semester Electives
- Advanced Bay Studies
- Advanced Techniques in Fitness and Personal Training
- American Red Cross Lifeguarding
- Introduction to Sports Medicine
- Strength and Conditioning
- Team Sports

### Athletic Teams

- **Fall Season**
  - Crew
  - Cross Country
  - Football
  - Golf
  - Sailing
  - Swimming
  - Volleyball (girls)

- **Winter Season**
  - Basketball
  - Crew
  - Sailing
  - Soccer

- **Spring Season**
  - Baseball
  - Crew
  - Lacrosse
  - Sailing
  - Softball
  - Tennis
  - Track and Field
  - Volleyball (boys)
  - Water Polo

### Additional Guidelines

- Participation on Ransom Everglades athletic teams may count as PE units, to satisfy the upper school PE requirement. In order to use athletic participation as a unit, students must adhere to strict participation and attendance requirements.

**Director of Athletics and Physical Education:** Mr. Corey Goff

**Middle School Physical Education Coordinator:** Ms. Michelle Mondell
Physical Education Courses

Middle School Courses

6th-Grade Physical Education
Required for all students in grade 6

In this course, students learn to identify and apply rules and safety procedures in physical activities and competitive games. Through the introduction of our human performance program, students learn to demonstrate control when performing combinations and sequences of simple locomotor, non-locomotor, and manipulative motor skills. Additionally, we use a variety of games and team sports to help identify offensive, defensive and cooperative strategies in activities and games. Using these activities, students learn to accept responsibility for their own actions in group and individual physical activities.

7th-Grade Physical Education
Required for all students in grade 7

The seventh-grade curriculum focuses on developing and rehearsing the physical and interpersonal skill sets introduced in sixth-grade. Students aim to achieve physical literacy through continued opportunities to demonstrate control when performing combinations of complex locomotor, non-locomotor, and manipulative motor skills. Students learn to compare and contrast efficient and inefficient movement patterns. They practice applying rules and safety procedures in selected physical activities. At the end of the course, students are able to work cooperatively with others to accomplish set goals in competitive and noncompetitive situations.

8th-Grade Physical Education
Required for all students in grade 8

This course builds upon the foundational skill sets that have been introduced and developed in sixth and seventh grades. The human performance program expands into both strength training and recovery processes. Students continue to rehearse and refine their demonstration of control when performing combinations and sequences of complex locomotor, non-locomotor and manipulative motor patterns. Eighth graders explore how the choices they make affect their social and emotional health and overall well-being through a multifaceted health and wellness curriculum.

Upper School Courses

Physical Education
Required for all students in grade 9

The ninth-grade physical education curriculum introduces students to health and skill-related components of fitness and helps them appreciate the value of participation in meaningful and enjoyable physical activities. Each course upholds the rich Ransom Everglades tradition of and commitment to physical activities and outdoor experiences, and gives students opportunities to learn and enhance a variety of skills that they can pursue for a lifetime of wellness. Experiences for all students include:

Sailing: The sailing course introduces our learn-to-sail curriculum, which includes the physics of sailing, on-land simulated sailing, and single- and double-handed sailing on Biscayne Bay.

Swimming: The swimming course prepares our students for water-based activity by exposing them to high-level swimming techniques in all four competitive strokes, while providing a strong foundation for a form of exercise that will serve them for life.

CPR/AED/First Aid: The CPR/AED/First Aid Certification course teaches students how to respond when faced with potential emergency situations. The skills gained in this course help students save lives and bring safe practices to dangerous situations. Upon completion of the course the students will earn a Red Cross CPR/AED/First Aid certification, valid for two years.

Fitness: The fitness course is designed to teach and refine the fundamental skills of strength and cardio training. Students become familiar with the anatomy of the fitness center. They learn to safely utilize each piece of equipment and appropriately and effectively execute exercises. Students learn to progress and regress exercises. They also learn to effectively warm up and cool down with different stretching techniques.

Paddle Sports: The paddle sport course includes Outward Bound preparation activities offering instruction in canoeing and navigation. Following the Outward Bound experience, students continue to enjoy Biscayne Bay kayaking and paddle boarding.
Introduction to Sports Medicine

This course provides students with a general overview of sports medicine, athletic training and its history. It includes introductory information about the athletic trainer’s scope of practice: injury prevention, treatment, rehabilitation, emergency injury management and administrative functions. This course is intended to help students gain an understanding of sports medicine, various associated disciplines and the role they play in the physically active community. Students enrolled in this class do not provide patient care.

Note: Students in this course are required to participate in two hours per week of practicum outside the regular class schedule.

Strength and Conditioning

This course gives students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students benefit from comprehensive weight training and cardio-respiratory endurance activities. Students develop the basic fundamentals of weight training, strength training, speed training, overall fitness training and conditioning. This course includes both lecture and activity sessions. Students are empowered to make wise choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime.

Team Sports

This course offers instruction in the skills, strategies and execution of team sports without losing sight of the importance of physical fitness. Students in this course improve their health and fitness while developing an appreciation for teamwork and fair play. Students learn the basic skills to participate in numerous exciting and challenging team sports and then have fun testing those skills in class tournament play. They also focus on incorporating physical activity into a lifestyle beyond high school and continuing health and fitness through individual sport activities.
Independent Study

Independent Study
Open to students in grades 11-12
Credits: 1/2 credit for a semester project; 1 credit for a full-year project
Prerequisite: Accepted application

In exceptional cases, juniors and seniors whose interests go beyond regular curricular offerings may petition to pursue an independent study with an appropriate faculty mentor in any academic field. Independent Study is designed to offer students the opportunity to pursue an advanced course of inquiry not available through regular coursework at Ransom Everglades. Independent studies may extend learning from a previous course in ways not available through the regular curriculum. This might be an interdisciplinary investigation, a practicum in the arts, an in-depth experiment, or an original research project. Independent Study does not provide credit for paid work, internships or work outside the realm of the school's academic departments. Similarly, Independent Study is not for group projects or class work. Independent Study is for the sophisticated student who clearly can work independently; it is not a "tutorial" for a student needing daily prodding from the faculty.

Submitting an application for Independent Study does not guarantee its approval. The applicant must have a strong academic record and have demonstrated self-discipline, independence of mind and self-motivation. The applicant must also have sufficient background knowledge or experience to properly inform the project. Applications are reviewed by the Academic Council.

Students must petition for Independent Study by May 1 for fall or full-year Independent Study, and by November 30 for spring Independent Study. Students should begin conversations with possible faculty mentors well in advance of these deadlines.

Applications for Independent Study must address the following:

- **Proposal:** Identify the proposed course of study or project. Present the research question or problem to be investigated. Situate the project within an academic or scholarly context. For Independent Study in the arts, describe the artistic project to be pursued.
- **Plan:** Explain clearly what the Independent Study project entails. Independent studies must involve clearly reasoned learning activities or steps that can be monitored as the project develops. Proposals must include a description including an outline of topics with objectives, a description of the readings, data collection, creative work and/or interviews, and meeting times with a faculty mentor. A timeline or syllabus should be included. Attach a bibliography if necessary.
- **Outcome:** Independent Study nearly always results in significant research papers, extended essays, or creative projects. Independent Study must result in a product that can be clearly specified by the student in advance and subsequently evaluated by the faculty member supervising the project. State clearly the final product of the Independent Study. Describe in detail how what you have learned through Independent Study will be demonstrated, including the length and scope of any written work, and the evaluation methods and criteria that will be employed to assess the final project. Specify the completion date for the project (in time for the work to be assessed prior to the end of the semester).

All Independent Study students are required to:

- work with a faculty mentor who supervises the project, and guides the student in the development of the work.
- meet with the faculty mentor at least once per week.
- attend the Independent Study seminar once every two weeks. During seminar sessions, students engage in conversation about the process of acquiring knowledge, and the knowledge acquired through their independent work. Students are expected to share their work in progress and to give feedback to their peers. They also discuss a limited number of common readings.
- keep a journal, documenting and reflecting on the inquiry process. Journal entries may be shared and discussed during meetings with the faculty mentor or during seminar sessions.

Independent Study grades are based on the final product/outcome of the project, the quality of the research journal and other steps required by the faculty mentor, and participation in the Independent Study seminar.
Global Online Academy Courses

Open to students in grades 11-12; summer courses may be open to students who have completed 9th grade, upon approval by the Dean of Studies

A collection of like-minded schools around the world, the Global Online Academy offers courses taught entirely online by teachers at member schools to students at member schools. Although learning is asynchronous (courses do not meet at a specific time during the day) students should think of courses just as they would think about courses they take on campus. The courses are rigorous and demand initiative, collaboration and engagement in online discussion forums, as well as traditional written assignments and projects. GOA courses appear on the Ransom Everglades transcript, and grades earned in GOA courses are included in the calculation of the GPA. Where a GOA course fits into a Ransom Everglades department, it may be used to satisfy a graduation requirement in that department. Otherwise, GOA courses earn elective credit. The 2021-22 list of GOA courses is provided below. For more information and course descriptions, students should visit the GOA website at www.globalonlineacademy.org.

Art, Media, and Design
- Architecture (S1, S2)
- Creative Nonfiction Writing (S1)
- Digital Photography (S2)
- Fiction Writing (S2)
- Filmmaking (S1)
- Graphic Design (S1, S2)

Mathematics and Technology
- CS 1: Computational Thinking (S1, S2)
- CS 2: Analyzing Data with Python (S2)
- CS 2: Game Design and Development (S2)
- CS 2: Java (S2)
- Cyber Security (S1, S2)
- Data Visualization (S1)
- Game Theory (S1, S2)
- iOS App Design (S2)
- Linear Algebra (S1, S2)
- Multivariable Calculus (Year)
- Number Theory (S1)
- Problem Solving With Engineering and Design (S1)

Science and Health
- Abnormal Psychology (S1, S2)
- Bioethics (S1, S2)
- Developmental Psychology (S2)
- Global Health (S1)
- Intro. to Psychology (S1, S2)
- Medical Problem Solving 1 (S1, S2)
- Medical Problem Solving 2 (S2)
- Neuropsychology (S1, S2)
- Positive Psychology (S1, S2)
- Social Psychology (S1, S2)

Social Sciences
- Applying Philosophy to Global Issues (S1)
- Business Problem Solving (S1, S2)
- Climate Change and Global Inequality (S1, S2)
- Entrepreneurship in a Global Context (S1, S2)
- Genocide and Human Rights (S1)
- Gender and Society (S2)
- International Relations (S1, S2)
- Introduction to Investments (S1, S2)
- Introduction to Legal Thinking (S1, S2)
- Microeconomics (S1)
- Macroeconomics (S2)
- 9/11 in a Global Context (S2)
- Personal Finance (S1, S2)
- Prisons and Criminal Justice Systems (S1, S2)
- Race & Society (S1, S2)
- Religion & Society (S2)

World Languages
- Arabic Lang. Through Culture 1, 2, 3 (Year)
- Japanese Lang. Through Culture 1, 2, 3 (Year)

Additional Guidelines
- Students who are interested in taking a GOA course must first speak with their advisor and the class dean.
- Summer GOA courses are also available. See the GOA website for the most up-to-date listings.
- The school will absorb GOA costs for students taking 5 or fewer classes on campus. Students taking 6 courses on campus will be billed $500 for each GOA semester. Students who take summer GOA courses are responsible for the $750 course fee.
Summer work

Policy regarding summer work for placement

As the Student Handbook states, some summer courses — whether at Ransom Everglades or elsewhere — may be used for the purpose of placement into higher-level classes. Courses may be considered for placement purposes only if they have been approved by the department chair in advance.

If a student is considering summer study for the purpose of placing into a higher-level course, the following guidelines must be observed:

- In order to plan for possible changes in schedules, students taking summer courses for placement must notify the department chair of their intentions by May 1. Students must do so using the application available on the Course Requests resource page on myCOMPASS. This applies both to courses at Ransom Everglades and to courses at other institutions. Requests made after May 1 will not be considered.
- Students must also indicate their intentions on the Course Request Form, to the extent those plans materialize before the request forms are due.
- All requests to take summer courses for placement must be approved by the appropriate department chair, as well as the Dean of Studies on the relevant campus.
- Ransom Everglades summer courses for credit (such as Algebra 2) are designed to be accelerated courses for students who have demonstrated excellence in the relevant subject area. Approval to take those courses will be based on the student's performance in both current and prior relevant classes.
- In order to be considered for placement, all non-RE summer courses must be approved by the appropriate department chair. Approval will be based on the specific course curriculum and whether the course covers substantially similar material, at a substantially similar level, as the analogous Ransom Everglades course. Simply because a summer course carries the same name as a Ransom Everglades course does not mean it may be used for placement purposes.
- Approval to take a course does not guarantee future placement. All students will be required to take a placement test or complete course-related tasks to ensure that placement in a higher-level class is warranted and appropriate.
- Students may not use self-study or private tutoring alone to justify placement in higher-level classes. They must be enrolled in approved courses.

While courses approved by the department chair may be considered for placement purposes, only courses taken at Ransom Everglades or through the Global Online Academy may earn credit toward Ransom Everglades graduation requirements and appear on the Ransom Everglades transcript. At the middle school, courses taken outside of Ransom Everglades will not be considered for credit or placement.

Summer at RE

Various summer courses and programs will be offered at Ransom Everglades, some of which may confer course credit. Please visit www.ransomeverglades.org/programs/summer-programs for an updated list of course offerings, descriptions, and criteria.
Upper School Student Organizations and Activities

A crucial part of the school’s mission is to produce graduates who believe that they are in the world not so much for what they can get out of it as for what they can put into it. Student activities are meant to enhance the experience of the greater Ransom Everglades community. These activities are student-led, co-curricular initiatives that engage student interests outside the classroom through non-athletic competition, publication opportunities, volunteerism and affinity groups. All Student Government Association and Advisory Council activities are composed of students who are either elected or appointed through an application process.

Students are encouraged to explore their passions outside the classroom through these initiatives. We suggest that freshmen and sophomores explore a diverse group of activities to help identify their interests and narrow their commitments as they enter their junior and senior years. Students are not required to participate in student activities and organizations; however, rising sophomores, juniors and seniors indicate their interest in student organizations during the course request process. It is recommended that students consider their passions, course load and other outside commitments as they register for up to three student activities. Freshmen will sign up for activities at the beginning of the fall semester.

Co-Curricular Teams

Academic Team
Chess Team
ESports Team
Math Team
Model United Nations
Programming Team
Robotics (VEX)
Robotics (Battle Bots)
Speech and Debate

Black Students Association
Brazilian and Lusophone Club
Chinese Culture Club
Christian Students Association
CREate for a Cause
Drama Club
French Club
Gender and Sexuality Association
HealthcaRE
Honor Our Heroes
Jewish Students Association
Latin American Students Association
Lending to End All Poverty
Miami Venturing Entrepreneurs
Mindfulness RESources Club
Persian and Arabic Students Association
Poetry Club
Ransom Everglades Arts League
Ransom Everglades History Club
READING Club
Rock 4 Relief
School Spirit Organization
Students Against Distracted Driving
Students Against Gun Violence
Technical TheatRE
The Raider Scoop
Women Empowered

Student Government and Advisory Councils

Diversity Council (by application)
Environmental and Sustainability Council (by application)
Volunteer Service Council* (by application)
Student Government Association (elected)
Health Information Project (by application)

Publications

Catalyst (Newspaper)
ConScience (SNHS)
Inklings (Literary Magazine)
PEEL (Art Magazine)
Reflections (Yearbook)

Student Activities (Affinity/Interest)

Advanced Chemistry Experiments Club
Asian & Asian American Students Association

* The Volunteer Service Council is composed of students who help direct and coordinate student volunteer opportunities at non-profit organizations such as Achieve Miami, ARC, Baptist Hospital, Barnyard, Best Buddies, Boys and Girls Club, Breakthrough Miami, Charitable Arts, Holtz Miami Children’s Hospital, Friendship Circle, Local Animal Shelters, Lotus House, Tucker Tutoring and others.