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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 Catalog

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. Students are 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.
## Graduation Requirements

To graduate from Ransom Everglades School, students must earn a minimum of 23 credits in the upper school, with certain 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 may give advanced placement, but 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.

### English

<table>
<thead>
<tr>
<th>Credit</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>World Literature (9th grade)</td>
</tr>
<tr>
<td></td>
<td>American Literature (10th grade)</td>
</tr>
<tr>
<td></td>
<td>British Literature (11th grade)</td>
</tr>
<tr>
<td></td>
<td>Two semester electives or AP English Literature (12th grade)</td>
</tr>
</tbody>
</table>

### History and Social Sciences

<table>
<thead>
<tr>
<th>Credit</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>World Civilizations Since 1450 (9th grade)</td>
</tr>
<tr>
<td></td>
<td>U.S. History or Advanced Placement U.S. History (10th grade)</td>
</tr>
<tr>
<td></td>
<td>Elective courses (11th and/or 12th grade)</td>
</tr>
</tbody>
</table>

### Mathematics and Computer Science

<table>
<thead>
<tr>
<th>Credit</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Eligibility and placement is determined by department</td>
</tr>
</tbody>
</table>

### Science

<table>
<thead>
<tr>
<th>Credit</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Three lab-science courses:</td>
</tr>
<tr>
<td></td>
<td>▪ Biology (9th grade)</td>
</tr>
<tr>
<td></td>
<td>▪ Chemistry or Chemistry Honors (10th grade)</td>
</tr>
<tr>
<td></td>
<td>▪ Elective courses (10th, 11th and/or 12th grade)</td>
</tr>
</tbody>
</table>

### World Languages

<table>
<thead>
<tr>
<th>Credit</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Three consecutive levels of the same world language</td>
</tr>
<tr>
<td></td>
<td>Progress through at least level 4 of a world language is strongly recommended. Eligibility and placement in the appropriate level of the upper school curriculum is determined by the department.</td>
</tr>
</tbody>
</table>

### Performing and Visual Arts

<table>
<thead>
<tr>
<th>Credit</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>One performing or visual arts credit (usually in 9th grade)</td>
</tr>
<tr>
<td></td>
<td>Students are strongly encouraged to continue to pursue a course of study in the arts throughout their careers at Ransom Everglades.</td>
</tr>
</tbody>
</table>

### Physical Education

<table>
<thead>
<tr>
<th>Credit</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 credit + 2 units</td>
<td>Required in 9th grade</td>
</tr>
<tr>
<td></td>
<td>Two units in 10th, 11th or 12th grade</td>
</tr>
<tr>
<td></td>
<td>One unit is earned by taking a semester elective or successfully completing one season of a varsity or junior varsity sport.</td>
</tr>
</tbody>
</table>

### Electives

<table>
<thead>
<tr>
<th>Credit</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Students must take at least five additional 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.</td>
</tr>
</tbody>
</table>
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 five social and emotional learning competencies and informed by Harvard University’s Making Caring Common curriculum.
- “Day on the Bay” is a program for all 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 curriculum.
- All sixth-grade students have the opportunity to contribute 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 is required; eligibility and placement are determined by department
- Physical Education – 6th-Grade Physical Education
- Introduction to Robotics (one semester)
- Performing Arts or Visual Arts course, 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, or 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.
- All 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.
- All seventh-grade students have the opportunity to contribute presentations to the campus-wide RE Energy and Climate Change Symposium.
- All 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 – American History
- Mathematics & Computer Science – Pre-Algebra, Algebra 1, Algebra 2; eligibility and placement are determined by department
- Science – Integrated Science 2
- World Languages – Spanish is required; eligibility and placement are determined by department
- Physical Education – 7th-Grade Physical Education
- Introduction to Computer Programming (one semester)
- Performing Arts or Visual Arts course, 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, or Chamber String Ensemble (placement is determined by instructor); Digital Art and Design; Studio Arts; Chinese or French (eligibility and placement are determined by department)
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 five social and emotional learning competencies, informed by Harvard University’s Making Caring Common curriculum.
- 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 1450
- **Mathematics & Computer Science** – Algebra 1, Algebra 2, Geometry; eligibility and placement are determined by department
- **Science** – Integrated Science 3
- **World Languages** – Spanish is required; 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, or Chamber Strings 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

All freshmen take English 1, 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 either 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, all 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.
- All 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 Ransom Everglades Summer Explorations curriculum or seek an internship through RE's Summer Learning Through Internships and Mentoring program.

Ninth-Grade Curriculum

Core

- English – English 1: World Literature
- History & Social Sciences – World Civilizations Since 1450
- Mathematics & Computer Science – Algebra 2, 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

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

All sophomores take English 2 and continue their course of study in a world language. Sophomores are required to take either U.S. History or AP U.S. History. Sophomores are required to carry a science course: Chemistry or Chemistry Honors, 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.
- With the approval of the class dean and in exceptional cases, sophomores 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.
- All 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 30 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 Ransom Everglades Summer Explorations curriculum or seek an internship through RE’s Summer Learning Through Internships and Mentoring program.

Tenth-Grade Curriculum

Core

- English – English 2: American Literature
- History & Social Sciences – United States History or AP United States History
- Mathematics & Computer Science – Algebra 2, Pre-Calculus, Analytic Pre-Calculus; eligibility and placement are determined by the department
- Science – Chemistry or Chemistry Honors
- 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.

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 3. 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 3: British 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 apply to take an Independent Study 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 early in the second semester and begin meeting with that college counselor in the second semester. The College Counseling Office conducts a class (automatically scheduled for students) that meets once per week for six weeks in the second semester to help students begin thinking about the college application process.

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 Ransom Everglades Summer Explorations curriculum or seek an internship through RE’s Summer Learning Through Internships and Mentoring program.
- 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 3: British Literature
- **History & Social Sciences** – Elective courses; eligibility and placement are determined by the department.
- **Mathematics & Computer Science** – Elective courses; eligibility and placement are determined by the department.
- **Science** – Elective courses; eligibility and placement are determined by the 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.

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
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 each 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 apply to take an Independent Study 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 – Students may take elective courses in history and social sciences.
- Mathematics & Computer Science – Students may take electives in mathematics and computer science; eligibility and placement are determined by the department.
- Science – Students may take elective courses in science.
- World Languages – Spanish, French, Chinese or Portuguese; eligibility and placement are determined by department.

Electives

- Students may take elective courses in any subject in 12th grade

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.
Humanities Department: English Courses

English 6
Required: Grade 6
In sixth-grade English, students focus on becoming critical readers, writers and thinkers. The course is discussion based, and students are introduced to the full writing process. 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.

Representative Texts: The Thing About Jellyfish, Benjamin; Gods and Heroes, Briggs; Scat, Hiaasen; A Long Walk to Water, Sue Park; Red Scarf Girl, Jiang; Refugee, Gratz; Rules of the Game I: Grammar through Discovery, Page, Guthrie and Sable

English 7
Required: Grade 7
The seventh-grade English program 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. 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.

Representative Texts: The House of the Scorpion, Farmer; The Giver, Lowry; The Outsiders, Hinton; The House on Mango Street, Cisneros; March, Lewis; The Glory Field, Myers; A Midsummer Night's Dream, an edition for young people, Shakespeare; various short stories; Rules of the Game II: Grammar through Discovery, Page, Guthrie and Sable

English 8
Required: Grade 8
In eighth-grade English, students continue to develop the skills and concepts learned in seventh-grade English. The curriculum challenges students to 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 papers. Course materials include various pieces of literature including novels, short stories and poetry, as well as student writing and a grammar book.

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

Humanities Department: History and Social Science

World Cultures and Geography
Required: Grade 6
Sixth-grade students learn the basics of geography and culture before looking at specific areas of the world in depth. These areas include Africa, Asia, Spain and its colonies, and Latin America. While studying these regions, students may read corresponding novels in English, thus helping students make connections across disciplines and providing them with the knowledge that literature reflects culture. Communication skills play an integral part in the educational process as discussion-based learning is introduced. The year concludes with a civics unit focusing on differences in governments around the world with a particular emphasis on the U.S. Constitution in preparation for seventh grade. Among the most important components of the course is an interdisciplinary unit in collaboration with the science department to research possible economic and political solutions that seek to address the issue of climate change. Students participate in the Ransom Everglades Energy and Climate Change Symposium to present their research projects.

Texts: World Studies: Latin America, Africa, Asia and Pacific; Foundations of Geography, Heidi Jacobs and Michal LeVasseur

American History
Required: Grade 7
This course teaches American history through chronological and thematic approaches, establishing an intellectual framework that students will use in future studies in history. The course begins with a chronological overview of American history and then explores a set of key themes in the American experience. Topics include assimilation and the struggle for acceptance; the three branches of government and the U.S. system of checks and balances; innovation and technology; expansion
Middle School Course of Study

and conflict; human rights; and a case study of the Little Rock Nine. The capstone project, American Voices, is a collaboration with the English department in which students look at an example of injustice in American society and consider how it might be prevented in the future. Special emphasis is placed on developing study skills and the analysis of primary sources. Active participation in class discussions is expected on a daily basis.

Text: *A History of US*, Joy Hakim

World Civilizations to 1500

**Required: 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 the rise and fall of Greece and Rome, the Middle Ages and the rise of Islam, and also look at key non-Western civilizations in Asia, Africa and the Americas. They conclude the year by looking at the beginnings of the Age of Exploration. 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 1*, Elizabeth Ellis and Anthony Esler

Speech & Debate: A Survey Course in Communication Studies

**Elective: 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: *Glencoe Math Accelerated*, a Pre-Algebra Program

STEM Department: Math Courses

Foundations in Mathematics

In this course, sixth-grade students develop an understanding of the importance of mathematics in solving the variety of problems they will encounter in their educational lives and future careers. This is an integrated mathematics course that includes algebra, geometry, statistics, consumer math and probability. In addition to reinforcing basic computation skills, concepts and vocabulary, a hands-on approach to learning mathematics is emphasized. Students use critical-thinking skills in problem solving on an individual basis as well as in cooperative-learning situations. Students make observations, record data, survey and make decisions while employing a variety of interpersonal skills.

The topics covered include a review of basic whole number operations, decimals, fractions, measurement activities, introduction to basic geometry and terminology, ratio, proportion and percent, statistics and graphs, operations with integers, probability, introduction to algebra and word-problem applications.

Text: *Holt McDougal Mathematics Grade 7*

Pre-Algebra

**Placement by department**

The topics covered in Pre-Algebra include the use of variables in arithmetic equations; review of addition, subtraction, multiplication and division with whole numbers, decimals and fractions; algebraic properties; integers and equations; number theory; rational numbers; ratio, proportion and percent; introduction to probability and statistics; informal geometry: perimeter, area, surface area, volume; metrics, graphing inequalities; and graphing linear equations. These topics are applied frequently in solving word problems.

Also, students are expected to demonstrate their understanding of mathematics through writing. The goals include providing skills needed for the study of Algebra 1, developing an ability to apply these skills to solve word problems and improving written communication skills in mathematics.

Text: *Glencoe Math Accelerated*, a Pre-Algebra Program
## Algebra 1
**Placement by department**

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 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.

Text: *Algebra Structure and Method*, McDougal, Littell

## 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 extensively. 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*, Duty and Stavisky

## Geometry
**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 to complete the assignments, check their work and bring completed assignments to class. They should be prepared to ask and answer questions pertaining to the assignments. 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.

Text: *Geometry for Enjoyment and Challenge*, McDougal Littell/Houghton Mifflin

## STEM Department: Computer Science Courses

### Introduction to Robotics
**Required: Grade 6 – one semester**

In this course, students study computer programming through the building of VEX IQ robots and programming with the language ROBOT-C. This course consists of hands-on labs with occasional instructor lectures and student presentations. During the first half of the course, students work individually on virtual programming and then apply their programming skills in the physical world. Students are expected to do a class presentation on a particular programming topic, helping the students communicate their understanding of the language ROBOT-C. During the second part of the course, students work in teams to build and program robots. Students are expected to work collaboratively, do class presentations and keep an engineering notebook. The goal of the course is for students to develop critical thinking and logic skills through graphical and written code.

### Introduction to Programming
**Required: Grade 7 – one semester**

This course exposes students to the basics of computer programming using a variety of software developed by some of the top technical universities: Massachusetts Institute of Technology, Carnegie Mellon University and Georgia Tech, to name a few. Students will learn how to design apps, create 3D animations, program music and use other innovative software. The emphasis is hands-on labs, with occasional lectures and presentations. The goal of the course is for students to develop critical-thinking skills through project-based learning. At the conclusion of the study of various topics, students create projects that bring together their new skills and programming knowledge. Although the course is designed for the novice programmer, the curriculum is flexible enough to accommodate the needs of more advanced students.
Advanced Robotics
Elective: Grade 8 – one semester

In this semester-long course, eighth-grade students continue to develop their computer programming and engineering skills. Students explore advanced topics in robotics as they design, build and program 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
Elective: 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
Elective: 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.

Integrated Science 1
Required: 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. The annual Ransom Everglades Energy and Climate Change Symposium features student research presentations and provides interaction with visiting presenters with a wide range of expertise and perspectives including science, technology, public policy and industry.

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: 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
Middle School Course of Study

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. The annual Ransom Everglades Energy and Climate Change Symposium features student research presentations and provides interaction with visiting presenters with a wide range of expertise and perspectives including science, technology, public policy and industry.

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: 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 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: Investigating Physical Science, Christine Caputo

World Languages Curriculum

Ransom Everglades’ world languages program offers an interactive curriculum infused with culture that encourages students to develop proficiency in languages other than English. All middle school students are placed in world languages courses at a level based on proficiency, as determined by the department through written and oral placement tests. In addition to their required Spanish courses, they may elect to study Chinese or French. Enrollment will determine whether Chinese and/or French are offered at various levels.

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 – under the Curriculum tab – of the school website.

Middle School Spanish Program

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 EMC’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 Exam.

Ransom Everglades faculty members designed the middle school program 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.

Units throughout the curriculum integrate the 5 C’s of the 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.
Middle School Course of Study

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 Languages 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 a significant previous experience with the Spanish language across all skills (especially writing and reading) and an excellent result on the placement exam.

Progress Through the World Languages Program

Students will take their designated Spanish class each year at the middle school; they are also invited to take Chinese and French as an elective. For all world languages courses, 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 in world languages at the middle school.

In the spring, all eighth-grade students will be tested in their world languages courses to establish the proper placement in the upper school where students are required to complete three consecutive levels of the same language.

Students who are considering the possibility of completing the AP Chinese Language and Culture or AP French Language and Culture course 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.

Students who complete Spanish B, C or D as eighth graders will continue to the appropriate upper school Spanish course as ninth graders. Most students who complete Spanish E as eighth graders will be encouraged to take the AP Spanish Language and Culture course in the ninth grade; they will also have the option at that time to demonstrate their proficiency in Spanish and thus use another language to satisfy the graduation requirement in the upper school. Students who complete AP Spanish Language and Culture as eighth graders are encouraged to begin or continue studying another language at the upper school; they may also take AP Spanish Literature and Culture in the ninth grade, with approval of the department. Students with excellent performance in the Spanish curriculum may also seek the Ransom Everglades Seal of Biliteracy, beginning in the seventh grade.

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, ¡Qué chévere! 1, 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.

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 ¡Qué chévere! 2 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.

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 used for this level, ¡Qué chévere! 3, 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.

**Spanish D**

Spanish D is an intermediate-to-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 used in this course, *¡Qué chévere! 4*, and its digital components expose students to higher-level readings, listening comprehension exercises and more complex grammatical structures.

**Spanish E**

Spanish E is an advanced level 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 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 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.

**Middle School Chinese Program**

**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.

**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 the opportunity to further enhance their linguistic competency skills and to explore in depth the rich diversity of the Chinese culture.

Text: *Discovering Chinese 1, Better Chinese* and 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, Part 1*, Yuehua Liu et al., and additional supplementary materials provided by the instructor.

### Middle School French Program

#### 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: *T’es branché 1A* textbook and workbook and 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: *T’es branché 1B* textbook and workbook and 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: *T’es branché 2* textbook and workbook and supplementary materials provided by the instructor.

### Middle School Performing and Visual Arts

#### Performing Arts Courses

**Drama 6**
**Elective: 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**
**Elective: Grade 7**
This course includes performance and audition work, directing workshops, playwriting, film festivals, live play performances and
Beginning Band  
**Elective: Grade 6, 7 or 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  
**Elective: Grade 6, 7 or 8**  
**Prerequisite: 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. Some prior musical experience is required to join the concert band.

Advanced (Symphonic) Band  
**Elective: Grade 7 or 8**  
**Prerequisite: 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
Advanced String Orchestra
Elective: Grade 6, 7 or 8
Prerequisite: 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 in the eighth grade and/or continue in the orchestra program at the upper school. Prior musical experience is required to join the advanced string orchestra.

Chamber String Ensemble
Elective: Grade 6, 7 or 8
Prerequisite: 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. Advanced musical experience is required to join the chamber string ensemble.

Performing Arts 6
Required: Grade 6, for students taking a visual arts elective – one semester

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

Digital Art and Design 7
Elective: Grade 7

In this course, students explore the world of digital art and photography with the use of a camera and a computer. Students will utilize various software, including ArtRage, Illustrator, Photoshop, Animate, Premiere Pro and After Effects, along with Sculptris, 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.

2-Dimensional Art 6
Elective: Grade 6 – one semester

This semester-long, sixth-grade visual arts 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.

3-Dimensional Art 6
Elective: Grade 6 – one semester

This semester-long, sixth-grade visual arts elective introduces students to the fundamentals of sculpture with hands-on projects created within a less structured and experimental environment of
2020–21 Course of Study

**Visual Arts**

### Middle School Course of Study

**Digital Art 8**  
**Elective: Grade 8 – one semester**

In this semester-long course for students without previous experience in digital art, students explore Adobe Photoshop, Illustrator, Animate, Premiere-Pro and 3D Printing. Students create projects that are flexible and allow for personal and individual 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 3D printing.

**Advanced Digital Art and Design 8**  
**Elective: Grade 8**  
**Prerequisite: Digital Art and Design 7**

In this year-long 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. 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.

**Introduction to Photography**  
**Elective: Grade 8 – one semester**

This eighth-grade, semester-long visual arts 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. Students gain an appreciation and understanding of photography as a means of visual and artistic expression as they build a portfolio of their work.

### Painting and Drawing 8**  
**Elective: Grade 8 – one semester**

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

### Sculpture and Design 8**  
**Elective: Grade 8 – one semester**

In this semester-long eighth-grade visual arts 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.

### Jewelry and Functional Objects 8**  
**Elective: Grade 8 – one semester**

In this semester-long, eighth-grade visual arts 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. Our goal is to guide students through the process of designing — from concept to completion — aesthetically pleasing and well-crafted objects.

### Middle School Yearbook**  
**Elective: Grade 8**

In this course, students gain skills in one or more of the following areas: graphic design, desktop publishing, text composition, editing and photography while producing a yearbook that records school memories and events. Participants gain useful, real-world skills in time management, teamwork and design principles.
Physical Education

The middle school physical education program is an integral part of the overall curriculum at Ransom Everglades. Students have the opportunity to develop physical and social skills and habits promoting a sustainable, healthy lifestyle.

6th-Grade Physical Education

Required: 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 groups and individual physical activities.

Visual Arts 6

Required: Grade 6 – for students taking a performing art elective – one semester

This semester-long, sixth-grade visual arts studio course introduces students to processes such as design, drawing, printmaking, painting and sculpture. Students actively engage in hands-on, two- and three-dimensional assignments that encourage experimentation and creativity. In this foundational course, students are introduced to elements of art such as line, shape, color, value and form through a variety of mediums and techniques. This course strengthens fine-motor ability, increases risk-taking opportunities and lays a solid foundation for future studio art experiences.

Visual Arts 7

Required: Grade 7 – for students taking a performing arts elective – one semester

This seventh-grade semester-long visual arts course introduces students to portraiture through exercises and in-depth projects in two- and three-dimensional arenas. Students explore a variety of processes and mediums such as observational drawing, graphic design, printmaking and sculpture. Projects explore line variation, value, the illusion of space, volume, surface contour, simulated and actual texture, pattern, shape, color and visual balance. The goal of the course is to encourage students to become self-directed learners, resilient and creative problem solvers and skilled crafts persons.

7th-Grade Physical Education

Required: 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: 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 are introduced to a health curriculum that provides an opportunity to explore the choices they make for their own social and emotional health, and their overall well-being.
Upper School Course of Study

Humanities Department: English Curriculum

Grade 9
English 1: World Literature

Grade 10
English 2: American Literature

Grade 11
English 3: British Literature

Grade 12
AP English Literature

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
English Coordinator: Dr. Corinne Rhyner
Humanities: English Courses

English 1: World Literature 1 credit
Required: Grade 9

This course develops students’ language and thinking skills as they continue the formal study of literature through four themes: Tragedy; the Real and Ideal; the Individual, Nature and the Divine; and Culture and Identity. The course emphasizes close textual analysis, written analysis, and argumentation. Writing assignments include a comparative essay, a personal-experience narrative, a “This I Believe” essay, and a ballad. Students learn that writing is a process; workshops, peer reviews and individual conferences. Students also write for reflection in order to learn the use of writing as a tool for thought, and are required to develop a habit of building vocabulary. The study of grammar focuses on types of phrases and clauses. Class discussion is an essential part of the course — and active participation is required of all students.

Representative texts (may vary by class): Sophocles’ Oedipus Rex or Antigone, Shakespeare’s The Tragedy of Macbeth, selected short stories from Hanan al Shaykh and Gabriel García Marquez, Hesse’s Siddhartha, poetry from the Tang Dynasty, Kincaid’s Annie John, Yoshimoto’s Kitchen, Fugard’s “‘Master Harold’... and the Boys,” the Bible’s “Ruth,” Adichie’s “The Headstrong Historian,” Alexie’s “The Lone Ranger and Tonto Fistfight in Heaven,” and Danticat’s “A Wall of Fire Rising”

English 2: American Literature 1 credit
Required: Grade 10

This course introduces students to the cultural heritage of the United States as found in the nation’s literature; promotes their ability to write in a variety of modes, formal and informal; improves students’ language skills; and helps students think critically about themselves, our society, and our world.

Students write for a variety of purposes, with an emphasis on analysis and argumentation. The course requires both in-class and out-of-class writing assignments. Writing is taught as a process; students participate in workshops, peer reviews and individual conferences. Students also write for reflection with the goal of using writing as a tool for thought. Teachers choose vocabulary from the literature, with an emphasis on context, word analysis and the different forms of words. Discussion is an essential part of the class; active participation is required of all students. An oral component of the class requires formal presentations in conjunction with group and individual projects.

Representative texts (may vary by class): essays by Emerson and Thoreau, poetry of Dickinson and Whitman, Twain’s The Adventures of Huckleberry Finn, Chopin’s The Awakening, Fitzgerald’s The Great Gatsby, Hurston’s Their Eyes Were Watching God, Miller’s The Crucible, Diaz’s The Brief Wondrous Life of Oscar Wao, and other selected poems, stories and essays

English 3: British Literature 1 credit
Required: Grade 11

This course introduces students to the beginnings, development, language and themes of British literature, and teaches them to write with clarity and precision. Focusing on major writers from the Middle Ages through the 21st century, the course examines themes and ideas in a variety of genres. In class discussions and through writing assignments, students analyze and compare the themes, techniques, influences on, and effects of the works they study. In addition to impromptu in-class essays and prepared essays, students do a major research project related to a literary text. Vocabulary is, for the most part, taken from the literature. Grammar, mechanics and usage are addressed in formal exercises and in students’ own writing.

NOTE: Although the British Literature course does not prepare students specifically for the AP English Language and Composition Exam, many juniors take this exam in May. This decision is encouraged by the school. The English faculty can offer guidance and assistance with preparation for the AP exam in the second semester.

Representative texts (may vary by class): Chaucer’s The Canterbury Tales, Shakespeare’s Hamlet, Shelley’s Frankenstein, Bronte’s Jane Eyre, Conrad’s Heart of Darkness, Huxley’s Brave New World, Rhys’ Wide Sargasso Sea, Stoppard’s Arcadia, Adiga’s The White Tiger, selected poems, stories and essays

English 4: Advanced Placement English 1 credit
Elective: 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.
Upper School Course of Study

Representative texts: Austen’s *Pride and Prejudice*, Atwood’s *The Handmaid’s Tale*, Ibsen’s *Hedda Gabler*, Shakespeare’s *Othello*, El Saadawi’s *Woman at Point Zero*, Morrison’s *Beloved*, Vonnegut’s *Slaughterhouse Five*, Shaffer’s *Equus*, as well as a variety of lyric poetry

**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 non-fiction 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 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.

Representative texts: Zinsser’s *On Writing Well*, Sedaris’ *Me Talk Pretty One Day*, Shepherd’s *In God We Trust: All Others Pay Cash*, Cary’s *Black Ice*, Didion’s *Slouching Towards Bethlehem*, and *The Touchstone Anthology of Contemporary Creative Nonfiction*

**Creative Writing: Poetry and Fiction**

This course develops and enhances a beginning writer’s knowledge and appreciation of imaginative writing through the craft of writing itself. Students concentrate on writing poetry and short fiction. The class explores the process of creating a short story and writing poetry using reading assignments and various writing exercises that hone the techniques of craft. Class time is devoted to rigorous analysis of narrative and verse technique, in theory and in literary application, as well as to workshops in which students critique and discuss their own work and the work of their fellow students. Poetry and Short Fiction is a writing-based workshop course.

Representative texts: *The Practice of Poetry*, Behn and Twichell, eds., *Contemporary American Short Stories*, Douglas and Sylvia Angies, Eds., selected short stories and articles

**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

**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 as a 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

**English 4 Semester Electives**

**Elective: Grade 12 (more than one elective each semester is permitted, but students must take an English class each semester)**

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 to formal critical essays.

**Representative texts and films:** Bergson’s *Laughter: An Essay on the Meaning of the Comic*, Wilde’s *The Importance of Being Earnest*, David’s *Curb Your Enthusiasm*, Brooks’ *Blazing Saddles*, Aristotle’s *Poetics*, Freud’s *Jokes and Their Relation to the Unconscious*, Voltaire’s *Candide*, and Trey Parker, Robert Lopez and Matt Stone’s *The Book of Mormon*
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.

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

**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 and detective fiction has historically dealt with such issues as the psychology of evil, the existence of absolute truth, racial tensions in the U.S., moral relativity, and so on.

Representative texts: short fiction by Poe, Conan Doyle, and Chesterton, Capote’s In Cold Blood, Cain’s The Postman Always Rings Twice, Hammett’s Red Harvest, Chandler’s The Big Sleep, Highsmith’s The Talented Mr. Ripley, Mosley’s Devil in a Blue Dress, Hiaasen’s Tourist Season

**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?

Representative Texts: A CoursePack featuring excerpts from several works of game criticism (including Hamlet on the Holodeck, Janet H. Murray; Persuasive Games, Ian Bogost; Gamelife, Michael W. Clune; and Coin-Operated Americans, Cary Kocurek); theoretical and sociological readings such as Jean Baudrillard’s Simulacra and Simulation and Johan Huizinga’s Homo Ludens; and short literary texts to be read alongside the game of the week (e.g. Virginia Woolf’s Between the Acts alongside the game Everybody’s Gone to the Rapture; Edwin Abbott’s Flatland alongside platformers such as Super Mario Bros. and FEZ; Kafka’s “Investigations of a Dog” alongside Domestic Dog Simulator). Canonical games include: SpaceWar!, The Legend of Zelda; The Oregon Trail; Metal Gear Solid; and Shadow of the Colossus. “Art-games” include: Everybody’s Gone to the Rapture; The Stanley Parable; Papers, Please; and LIMBO.

**Gender and Sexuality in Literature**

In this elective, students read, discuss and write about texts that explore ways that sexual and gender identities exist as social constructs rather than as biological facts. Using both pieces of contemporary theory and works of fiction, students examine how various socially prescribed gender roles, issues relative to sexual orientation, and prevailing yet shifting conceptions of masculinity and femininity shape individual and communal identities in profound and often restrictive ways. The exploration of themes relating to gender and sexuality inevitably intersects with themes of race, religion, ethnicity, class and nationhood. As a result, students examine how conceptions of gender and sexuality shape — and are shaped by — other pivotal aspects of complex human identities.

Representative texts: Baldwin’s Another Country, Winterson’s Oranges are Not the Only Fruit, Morrison’s Sula, Kushner’s Angels in America, excerpts from Robert Bly’s Iron John

**Japanese Literature**

This course is first and foremost a study of great individual works of literature. Yet the course allows students to explore the incredibly rich Japanese history, culture and literary tradition that engendered such great works. Works read in the course are relatively short in order to allow the class to look at several authors rather than focusing on a few particular authors. Discussions focus both on how these works reflect Japanese sensibility and culture and on how they are works of world literature. Students
consider the influences of China and Buddhism on the literature, particularly as those influences relate to Japanese conceptions of beauty (aesthetics). Students also read some works that reflect the cultural upheaval in Japan as it opened its doors to the world in the Meiji Period and quickly became the first Eastern world power by the early 20th century. The course examines texts of post-WWII and more contemporary Japanese authors. Finally, students probe, if only briefly, the relationship between Japanese manga and the literature they have read.

Representative texts: Murasaki’s *The Tale of Genji, Book One*; Saiaku’s “The Barrelmaker Brimful of Love,” Sōseki’s *Kusamakura*, Ogai’s “The Incident at Sakai,” two stories from Tanizaki’s *Seven Japanese Tales*, Kawabata’s *Thousand Cranes* or *Beauty and Sadness*, Mishima’s *The Sound of Waves*, two stories from Murakami’s *The Elephant Vanishes: Stories*, one story from Yoshimoto's *Asleep*, haikus by Basho, Buson and Issa

**Literature of Adventure**

Literature of Adventure examines non-fiction and fiction works that explore the testing of the human spirit in extreme environments and under extreme circumstances: journeying by sled across the Antarctic in midwinter; rafting the length of the Amazon; walking alone across the Grand Canyon; scaling the dizzying heights of Everest; struggling to endure a harrowing thousand mile hike along the Pacific Crest Trail. We will be looking at 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—about nature, human nature and ourselves.

Representative texts: excerpts from *Points Unknown: The Greatest Adventure Writing of the Twentieth Century*, excerpts from *Theroux’s Fresh Air Fiend*, Krakauer’s *Into Thin Air*, Dickey’s *Deliverance*; Strayed’s *Wild*

**Journalism and Media Studies**

This course is designed to help students gain a better understanding of the increasingly complex and multifaceted world of the modern news media. 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. The course begins with media history, tracing the development of newspapers and broadcast journalism across the 20th and 21st centuries, and focusing in particular on important case studies such as Watergate, high-profile fabrications and Wikileaks. The course then pivots from the theoretical to the practical, asking students to go out into the community (both RE and beyond) to report, interview and write articles in a number of different journalistic genres. Assignments include extensive writing and reporting (including holding press conferences with invited guests from the community) for print and digital audiences, helping students to develop interviewing, research and editing skills. Students also engage in analyses of modern news outlets, allegations of media bias and the overall direction of the media industry.

Readings will be compiled into a course packet created by the instructor.

**Literature of Changing Times**

This course examines times of great social upheaval, past and future. Through the vision of great writers, students look at tumultuous periods following the French Revolution and during the Russian Revolution, and they also examine projected changes in their nation’s future in light of contemporary problems globally and nationally. Students will study the background and causes of change; universal themes of faith, love, goodness; and the will to survive in times of social turmoil and change. Students also consider changing times on a personal level through a book of poems that Pablo Neruda wrote when he was 20.

Representative texts and films: Hugo’s *Les Miserables*, James’ *The Children of Men*, Anderson’s *Feed*, Neruda’s *Twenty Love Poems and a Song of Despair* and Lean’s *Doctor Zhivago* (film)

**Magical Realism**

“...magical realism is a literary device or a way of seeing in which there is space for the invisible forces that move the world: dreams, legends, myths, emotion, passions, history.”

—*Isabel Allende*

In literature, magical realism is commonly conceived as a genre associated with the boom in Latin American literature of the 1950s and 1960s. Yet magical realism may be more properly understood as an international movement that has become a key component of postmodernist fiction during the past 50 years. In examining the use of magical realism by world-class authors, not only do students explore the “magic” and pleasure inherent in reading this genre, but they also examine universal themes the genre shares with traditional literature. In addition, the course looks at magical realism in film.

Representative texts: *Magical Realist Fiction: An Anthology* (David Young and Keith Hollaman, eds.), Garcia Marquez’s *One Hundred Years of Solitude*, Murakami’s *Kafka on the Shore*, Mo Yan’s *The Garlic Ballads*. Representative films: Alfonso Arau’s *Like Water for Chocolate* and Fellini’s *La Strada*
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Science Fiction

This course focuses on how science fiction, with its particular narrative freedoms, provides a singular means of understanding what it means to be human. The course addresses how science fiction reflects issues and anxieties of the era that produced it. Students examine a number of issues: fears of nuclear/technological annihilation, Cold War fears of totalitarian control, the ethics of genetic engineering, and life after environmental catastrophe.

Representative texts: Selected short stories by Adam Johnson, Lewis Padgett, C. M. Kornbluth, Arthur C. Clarke, Ray Bradbury, Jerome Bixby, and Daniel Keyes, Dick’s Do Androids Dream of Electric Sheep?, Moore’s V for Vendetta, McCarthy’s The Road, Le Guin’s The Lathe of Heaven, and Asimov’s I, Robot

Short Fiction

This course explores American short fiction, both from the viewpoint of the writer and from the viewpoint of the critic. Students examine elements of short stories (plot, character, point of view, setting, tone and style, theme, and symbol) in relation to classics of the genre, along with various approaches to literary criticism. Students complete creative work and analytical essays in the course of their study.


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.

Representative texts: selections from the Old Testament or Torah, Euripides’ Alcestis, stories from One Thousand and One Nights, Bradley’s The Mists of Avalon, Rowling’s Harry Potter and the Philosopher’s Stone, Barthes’ Mythologies, Campbell’s The Hero with a Thousand Faces, Rank’s The Myth of the Birth of the Hero: A Psychological Exploration of Myth, and Jung’s The Archetypes and the Collective Unconscious
Upper School Course of Study

Humanities Department: History and Social Sciences Curriculum

Grade 9
World Civilizations Since 1450
Introduction to Speech and Debate

Grade 10
United States History
Introduction to Speech and Debate
Advanced Speech and Debate

Grade 10
AP United States History
Introduction to Speech and Debate
Advanced Speech and Debate

Grades 11 & 12
Full-Year Courses
Art History
Global Studies and Entrepreneurship
Latin American Studies
Living Religions
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 receive credit for both Principles of Economics and AP Economics, or U.S. Government and AP U.S. Government and Politics.
• Art History and AP Art History may satisfy either the history and social sciences or the visual arts graduation requirements.
• 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
History and Social Sciences Coordinator: Dr. Jonathan Scholl
Advanced Placement United States History 1 credit

Elective: 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: sectionalism, the context of class, the heterogeneity of Americans, the idea of American exceptionalism and the role of 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 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. Given that a score of 3 or above on the AP exam will, in many cases, result in college credit for the course, 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.

Assigned Readings: Give me Liberty! Eric Foner (Full 5th ed.), additional secondary and primary sources.

Advanced Placement European History 1 credit

Elective: Grades 11-12
Prerequisites: World Civilizations, 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 since many colleges and universities award college credit for scores of a 3 and above on the Advanced Placement examination,
the expectations and responsibilities are quite similar to those in a college- or university-level course.

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

### Advanced Placement World History

**Elective: Grades 11-12**  
**Prerequisites: World Civilizations, 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 world religions, trade and commerce, conquest and contact, the development of 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-1250 “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. The reading schedule does not include a traditional textbook, but rather 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. These provocative readings appeal to a wide range of interests. 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. Students develop time management skills and the ability to read, think and write with efficiency.

Readings: *The Human Record*, vol. II, Alfred Andrea and James Overfield, Eds. (8th ed.), *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)

### Social Science Courses: Full Year

#### Global Studies and Entrepreneurship

**Elective: Grades 11-12**  
**Prerequisites: World Civilizations, 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? 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.


#### Latin American Studies

**Elective: Grades 11-12**  
**Prerequisites: World Civilizations, 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
Upper School Course of Study

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 American 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.


Living Religions 1 credit
Elective: Grades 11-12
Prerequisites: World Civilizations, United States History

With so much uncertainty in the world, individuals and whole societies increasingly 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, 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 does not promote any particular religion or world view. It 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*, edited by Ian S. Markham

Seminar in Philosophy 1 credit
Elective: Grades 11-12
Prerequisites: World Civilizations, 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 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 1 credit
Elective: Grades 11-12
Prerequisites: World Civilizations and 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 policies. For the
Upper School Course of Study

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, through 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, Ginsberg, Lowi, Weir, Tolbert, Campbell, (12th Ed.); additional primary and secondary sources

Advanced Placement Comparative Government and Politics  1 credit

Elective: Grades 11-12
Prerequisites: World Civilizations, United States History and department approval;
U.S. Government recommended (but not required)

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 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, by Patrick O’Neil, (6th ed.), a variety of other supplemental reading books and articles are utilized throughout the course

Advanced Placement Macroeconomics/ Microeconomics  1 credit

Elective: Grades 11-12
Prerequisites: World Civilizations, United States History, Algebra 2, Geometry and department approval

This course follows the AP syllabus for macroeconomics and microeconomics and prepares students for both AP exams. More importantly, the course 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.

Text: Economics - AP Edition, 21st ed. McConnell, Brue, & Flynn; Study Guide to Economics; New Ideas from Dead Economists, Todd Buchholz; selected readings and additional texts

Advanced Placement Psychology  1 credit

Elective: Grades 11-12
Prerequisites: World Civilizations, 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, Myers and DeWall (3rd Ed.)
Advanced Placement United States Government and Politics 1 credit
Elective: Grades 11-12
Prerequisites: World Civilizations, United States History and department approval

The AP United States Government and Politics course is designed to survey 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.


Social Science Courses: Semester Courses

Principles of Economics 1/2 credit
Elective: Grades 11-12
Prerequisites: World Civilizations, 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 method of teaching: (1) creates student interest in the study of economics and its application to current social problems, (2) provides basic economic analytical tools useful in the understanding of social problems and issues, and (3) 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.

Texts: *New Ideas from Dead Economists*, Buchholz; *The Economics of Public Issues*, Miller et al.; *Economics of Social Issues*, Pearson Sharp et al.; other supplementary sources, including journal articles and news articles, provided by the instructor

Represent: Black Voices in Social Movements 1/2 credit
Elective: Grades 11-12
Prerequisites: World Civilizations, United States History and department approval

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 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
Upper School Course of Study

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. Woloson, eds.; The Culture of the New Capitalism, Richard Sennett.

International Law and Human Rights

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 takes a comparative approach, exploring the founding documents, constitutions and bills of rights of a variety of countries. The course begins by exploring “western” conceptions of law and human rights, and then expands outward to countries with 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. There is no traditional textbook for this course. 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.

Capitalism in America

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. Woloson, eds.; The Culture of the New Capitalism, Richard Sennett.

The U.S. Criminal Justice System

This class takes an in-depth look at the American criminal justice system from a variety of perspectives: legal, political, philosophical and technological. Topics include criminal liability (what behavior is criminalized and why), theories of punishment and sentencing, criminal legal processes, constitutional criminal law, 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.

Texts: The course does not use a traditional textbook, but includes a variety of articles, court cases and case studies, as well as the following representative texts: Would You Convict? Seventeen Cases That Challenged The Law, Paul Robinson; Pirates, Prisoners, and Lepers: Lessons From Life Outside The Law, Paul Robinson and Sarah Robinson; The Divide: American Injustice in the Age of the Wealth Gap, Matt Taibbi.
Impromptu, Dramatic Interpretation of Literature, Humorous Interpretation of Literature, Duo Interpretation of Literature, and Program of Interpretation. Students also begin the process of honing Executive Function Skills. Specific attention is paid to universal debate theory, argument construction, flow sheeting, 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 1 credit
Elective: Grades 10-12; this course may be taken more than once
Prerequisite: Introduction to Speech and Debate

This course is intended for students on the competitive speech and debate team participating in the junior varsity and/or varsity divisions. 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 developing Executive Function Skills focusing on goal setting/plan design assessment and reflection, interscholastic networking and collaboration, 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, Executive Board Membership (all officers and squad captains) does require membership in the Advanced Speech and Debate class.

The course does not use a traditional textbook, but includes a variety of articles, court cases and case studies, as well as analyses of rhetoric/speeches, literature, music and art.

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 1 credit
Elective: Grades 9-12
Prerequisite: None

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, In Memoriam, and Policy Debate.
### Typical pathways through the math curriculum

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### Computer science pathways

#### Programming-oriented student
- Programming 1 and 2
- The Intelligence Behind AI
- AP Computer Science A
- Data Structures and Algorithms and/or Applied Data Science

#### Humanities-oriented student
- AP Computer Science Principles (11th/12th grades only)
- The Intelligence Behind AI
- Programming 1 and 2 and/or Applied Data Science

### Additional Guidelines
- Other than AP Computer Science Principles, computer sciences classes may be taken in any grade. 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 graduation requirements.
- Not all electives are offered every year.

**STEM Department Chair:** Dr. Doug Heller  
**Math and Computer Science Coordinator:** Dr. Henry Stavisky
Geometry (Proof-based) 1 credit  
**Placement by department**  
**Prerequisite: Algebra 2 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.

Text: *Geometry for Enjoyment and Challenge*, McDougal Littell/Houghton Mifflin

Precalculus 1 credit  
**Placement by department**  
**Prerequisite: Algebra 2, Geometry (Algebra- or Proof-based) and department approval**  
Precalculus reviews several algebra and geometry topics and includes the study of trigonometry and analytic geometry. The course provides a rigorous review of functions, both linear and quadratic, graphing and interpreting data from graphs, elementary theory of equations, and logarithmic and exponential functions. From geometry the following topics are reviewed: parallel and perpendicular lines, congruent triangles, polygons and circles. This course also includes the study of trigonometric functions, trigonometric identities, solving trigonometric equations and applications, as well as the study of sequences and series and the conic sections. The graphing calculator is used throughout the course as a tool for exploring and deepening precalculus concepts.

Text: *Precalculus*, Larson and Hostetler

Analytic Precalculus 1 credit  
**Placement by department**  
**Prerequisite: Algebra 2, Geometry (Algebra- or Proof-based) and department approval**  
Analytic Precalculus challenges students in problem-solving and analytical functions, stressing individual initiative and creativity in applying techniques. The course begins with a rigorous study of trigonometry, using both right-triangle and
circular-function approaches. The progression of skills taught in Algebra 2 and Geometry is advanced with topics including polynomial, rational, exponential and logarithmic functions, and inverses of functions. Graphing techniques, such as translation, rotations and scale changes are studied. Topics may also include mathematical induction, the Binomial Theorem, summation notation, arithmetic and geometric sequences and series, De Moivre’s Theorem, polar and parametric equations, and matrices and determinants. Students are expected 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 precalculus concepts, and offering access to interesting and more difficult problems.

Text: Precalculus, Sullivan

Statistics and Probability 1 credit
Placement by department
Prerequisite: Algebra 2

The first semester offers an introduction to descriptive statistics for students who have completed Algebra 2. 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. Major assessments are given each week.

Text: Workshop Statistics, Rossman and Chance

Advanced Placement Statistics 1 credit
Placement by department
Prerequisite: Precalculus or Analytic 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 1 credit
Placement by department
Prerequisite: Precalculus or Analytic 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.


Advanced Placement Calculus 1 1 credit
Placement by department
Prerequisite: Precalculus or Analytic 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
differential 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, Larson and Battaglia; Cracking the AP Calculus (AB + BC) Examination, The Princeton Review

Calculus 2 1 credit
Placement by department
Prerequisite: Calculus 1 or AP 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/behavioral science. Students will hone new skills and deepen their understanding of calculus concepts and their applications.


Advanced Placement Calculus 2 with Differential Equations 1 credit
Placement by department
Prerequisite: AP Calculus 1, a score of 3 or better on the AP Calculus AB Examination 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, Stavisky; Cracking the AP Calculus (BC) Examination, The Princeton Review

Linear Algebra 1 credit
Placement by department
Prerequisite: Any calculus course 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: Elementary Linear Algebra, Ross

STEM Department: Computer Science Courses

Programming 1 1/2 credit
Elective: Grades 9-12
Prerequisite: Algebra 2 and department approval

Fall Semester

In this course, students study computer programming concepts independent of specific platforms and languages. Weekly projects are assigned with occasional larger projects. Students are encouraged to collaborate and learn the concepts of computer programming through projects and explorations. The course also offers an introduction to computer hardware and circuitry. The semester culminates in an independent project consisting of written (planning, research) and programming portions summarizing the concepts of computer programming.
Upper School Course of Study

Programming 2  1/2 credit
Elective: Grades 9-12
Prerequisite: Programming 1 and 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 that 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

The Intelligence Behind AI  1 credit
Elective: Grades 10-12
Prerequisite: Algebra 2 and department approval

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.


Advanced Placement Computer Science A  1 credit
Elective: Grades 10-12
Prerequisite: Programming 2 or department approval
Co-requisite: Analytic Precalculus

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. Because of the mathematical rigor involved, Analytic Precalculus is a co-requisite.

Texts: Big Java, Cay Horstmann; Be Prepared for the AP Computer Science A Exam, Litvin

Please note that 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 should consider AP Computer Science A.
Upper School Course of Study

Applied Data Science 1 credit
Elective: Grades 11-12
Prerequisite: Department approval
Co-requisite: 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.

Data Structures and Algorithms 1 credit
Elective: Grades 11-12
Prerequisite: AP Computer Science A and department approval

This course offers a rigorous review of the AP Computer Science A topics with the addition of advanced algorithms and data structures, stacks, queues and binary search trees. It also includes a rigorous graphical user interface component through which students design several projects. The class also provides students the opportunity to explore other Java-related topics such as Android applications.

Texts: Big Java, Cay Horstmann
Upper School Course of Study

STEM Department: Science Curriculum

Grade 9
Biology

Grade 10
Chemistry
Engineering 1
Marine Field Research

Grade 10
Chemistry Honors
Engineering 1
Marine Field Research

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

Grade 12
AP Physics 2
AP Physics C
Survey of Organic Chemistry

STEM Department Chair: Dr. Doug Heller
Science Coordinator: Mr. Jay Salon
Upper School Course of Study

**STEM Department: Science Courses**

**Biology** 1 credit  
Required: Grades 9  
Prerequisite: None

The intent of this introductory biology course is to impart basic 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.

Text: *Biology: Concepts & Connections*, Reece et al

**Chemistry** 1 credit  
Elective: Grades 10-12  
Prerequisite: Biology

This course provides the student with an overview of the basic principles of chemistry and underscores the importance of chemistry in understanding personal, community and global issues. Students study the scientific method, atomic structure, organization of the periodic table, chemical bonding and the characteristics of ionic and covalent compounds, chemical reactions and equations, gas laws, acids and bases and nuclear chemistry. Lab work and hands-on activities facilitate mastery of the concepts. Assessments include written exams, quizzes and lab practicals.

Text: *Pearson Chemistry with Online Access*, Wilbraham et al

**Chemistry Honors** 1 credit  
Elective: Grades 10-12  
Prerequisite: Biology and department approval  
Co-requisite: Algebra 2

This course provides a more in-depth and faster-paced overview of the basic principles of chemistry. It covers the following topics: atomic structure; principles of chemical reactions; properties of gases, liquids and solids; chemical bonding; molecular geometry and polarity; oxidation and reduction reactions; thermodynamics; equilibrium; and electrochemistry. Basic memorization of nomenclature and solubility rules are required, and strong algebra and critical thinking skills are necessary. Students perform experiments to get hands-on experience and develop inquiry-based laboratory skills. Assessments include written exams, quizzes and lab practicals.


**Marine Field Research** 1 credit  
Elective: Grades 10-12  
Prerequisite: Medical clearance for scuba diving; department approval  
Co-requisite: Chemistry or Chemistry Honors

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 $1650 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.
Upper School Course of Study

Engineering 1
Elective: Grades 10-12
Co-requisite: Chemistry or Chemistry Honors; Precalculus or Analytic 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: Principles Anatomy & Physiology w/Atlas/Online, Tortora & Grabowsky; Advanced Concepts of Personal Training, Biagioli

Physics
Elective: Grades 11-12
Prerequisites: Chemistry or Chemistry Honors, Geometry (Algebra- or Proof-based) and departmental approval

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, fluid mechanics, Einstein’s theories of relativity, 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, Urone

Marine Science
Elective: Grades 11-12
Prerequisite: Chemistry or Chemistry Honors, and departmental approval

This course is an introduction to marine science 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
Upper School Course of Study

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.


**Applied Data Science**  1 credit

**Elective: Grades 11-12**

**Prerequisite: Department approval**

**Co-requisite: Precalculus**

This course introduces students to the emerging field of applied data science, an interdisciplinary field that uses the 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.

**Text:** *Chemistry: The Central Science*, Brown, LeMay, Burton

**NOTE:** This course does not fulfill the lab science requirement. It may fulfill one elective credit.

**Advanced Placement Biology**  1 credit

**Elective: Grades 11-12**

**Prerequisites: Chemistry or Chemistry Honors, and department approval**

Advanced Placement Biology is a second-year course in biology equivalent to first-year college biology. This course is structured around the four “Big Ideas” and “Enduring Understandings” identified in the AP Biology curriculum framework. The four big ideas cover evolution; energy and living systems; information and living systems; and the interactions among living systems. The three enduring understandings state the importance and application of scientific inquiry; the knowledge and exploration of systems, order and organizations; and the importance of contemporary and historical scientific understandings in informing technological, ethical, cultural and life decisions. Through a yearlong series of inquiry-based experiments, students discover and apply these concepts presented during class discussions. Assessments are traditional and lab-based.

**Text:** *Campbell Biology, AP* Edition w/Mastering Biology*, Reece, Urry, Cain, et al

**Advanced Placement Chemistry**  1 credit

**Elective: Grades 11-12**

**Prerequisites: Chemistry or Chemistry Honors, and department approval**

**Co-requisite: Precalculus**

Advanced Placement Chemistry is a second-year course in chemistry equivalent to first-year college chemistry. The course covers material presented in the general chemistry course offered by most colleges and universities. Emphasis is placed on a deeper understanding of fundamental principles and competence in dealing with chemical problems, such as in predicting outcomes. Topics include atomic structure and properties, compound structure and properties, 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.

**Text:** *Chemistry: The Central Science*, Brown, LeMay, Burton

**Advanced Placement Environmental Science**  1 credit

**Elective: Grades 11-12**

**Prerequisites: Chemistry or Chemistry Honors, 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. Evaluations, including tests and exams, feature AP exam-style multiple choice and free-response questions, which serve to assess knowledge and understanding.
Upper School Course of Study

of material as well as prepare students for the AP examination.

Text: *Living in the Environment with Online Access*, T. Miller

**Advanced Placement Physics C – Mechanics, Electricity and Magnetism**

Elective: Grade 12
Prerequisite: Calculus 1 or AP 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, 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.

Text: *Fundamentals of Physics w/WileyPlus*, Halliday & Resnick

**Survey of Organic Chemistry**

Elective: 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 technique. A unifying principle is the relevance of organic chemistry to everyday life and society. Topics include organic functional groups and nomenclature, reaction types and mechanisms, and spectroscopic identification of molecular structure. In the second semester, students do literature research to inform a proposal and then carry out an interdisciplinary project in organic chemistry.

Text: *Organic Chemistry as a Second Language*, Klein
Upper School Course of Study

World Languages Curriculum

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 during new student orientation in the spring before matriculating.
- Spanish 1 is typically not offered at the upper school.
- A student who earns a “C-” or below in a course that is part of a continuing sequence or shows a particular weakness in certain areas of language study may be required to repeat the course, do remedial work over the summer, and/or take a placement exam in the fall before the start of the school year in order to advance to the next level.
- In cases of extraordinary progress and achievement, students may be able to move from the regular track of French and Chinese to the honors track, with department approval.

World Languages Chair: Dr. James Monk
Upper School Course of Study

Upper School World Languages Overview

To prepare our students to become successful global citizens, the World Languages and Global Studies Department offers proficiency-based courses in Chinese, French, Portuguese and Spanish. Learning foreign languages allows students to communicate with people from around the world, understand and respect cultural differences, adopt and evaluate different perspectives, and be more competitive and competent in the workplace. Our courses are designed to develop and enhance students’ overall linguistic competence in the target language through authentic materials, interactive resources, relevant lesson plans and engaging activities that require speaking, listening, reading and writing on a daily basis.

At Ransom Everglades, the graduation requirement is three consecutive years of the same world language in the upper school. Progression through at least level four of a language is strongly recommended for all students, since that course is designed to develop proficiency such that students can communicate effectively in the target language culture. In some cases, ninth graders may have the opportunity to take Advanced Placement courses depending on test results, proficiency level attained through prior studies of the language, and approval from the World Languages and Global Studies Department. In addition to Spanish, students are strongly encouraged to begin learning Chinese, French or Portuguese if they have not yet done so at the middle school and they can demonstrate a given level of proficiency in Spanish. 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. Students who successfully complete Advanced Placement Spanish Language and Culture or Advanced Placement Spanish Literature and Culture in the 10th grade are allowed to satisfy the world languages graduation requirement by taking two consecutive levels of Chinese, French, or Portuguese in the 11th and 12th grades.

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 World Languages and Global Studies Department faculty. Students who are new to Ransom Everglades School in the ninth grade meet with a member of the World Languages and Global Studies Department for a written evaluation and an oral interview during the new students orientation in the spring semester before they are enrolled.

World Languages Courses

Upper School Chinese Program

Chinese 1  
Prerequisite: None

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 used 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.

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

Chinese 2  
Prerequisite: Chinese 1

Chinese 2 is 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.
Chinese 4
Prerequisite: Chinese 3
1 credit
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.

Text: 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
1 credit
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.

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

Chinese 5
Prerequisite: Chinese 4
1 credit
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.

Text: Integrated Chinese 3, Yuehua Liu et al., and additional supplementary materials provided by the instructor
Advanced Placement Chinese Language and Culture 1 credit
Prerequisite: 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, as well as the 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.

Text: Students use the resources from A New China: Strive for a 5 (Simulated Tests) and from the AP Chinese Language and Culture (Simulated Tests). Additional supplementary materials for listening, speaking, reading and writing are provided throughout the year.

French 2 Honors 1 credit
Prerequisite: French 1 and department approval
French 2 Honors is an intensive course taught in an immersion environment that encourages the exclusive use of French during class. This course blends the underlying principles of communication, cultures, connections, comparisons and communities into each lesson and classroom activity. From the start, students are provided tools with which to express themselves with ease, interact meaningfully with others, and become competent communicators in French. Students continue to discover Francophone cultures through readings on history and geography as well as through videos, online resources, literary texts and French films. Students use D'accord 2, La poursuite dans Paris by Nicolas Gerrier, and Les Fables de La Fontaine by Jean de La Fontaine.

French 3 1 credit
Prerequisite: French 2
The primary objective of French 3 is to continue developing communication skills 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. We use the textbook T’es branché 3 and its thematic approach to vocabulary and culture. Students use technology to give in-class oral presentations, and attention is given to Francophone cultures through readings on history and geography as well as through videos, online resources, literary texts and French films. Students also read the French literature classic, Le Petit Prince by Antoine de St Exupéry.

French 3 Honors 1 credit
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. Students use the *D'accord* 3 textbook and they also read the French literature classic *Le Petit Prince* by Antoine de St Exupéry as well as *Les Misérables* by Victor Hugo (Cideb).

**French 4**

**1 credit**

**Prerequisite: French 3**

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. In French 4 students use the book *Choc des Cultures* by Louveau et Hallum.

**French 4 Honors**

**1 credit**

**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. Students in French 4 Honors use the books *Thèmes, No et Moi* by Delphine de Vigan, and *Les Jeux Sont Faits* by Jean-Paul Sartre.

French 5

**1 credit**

**Prerequisite: French 4**

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 *Face à face* and additional supplementary materials, including literary texts, newspaper articles, essays and different online resources. In French 5 students also read *No et Moi* by Delphine de Vigan. 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.

**Advanced Placement French Language and Culture**

**1 credit**

**Prerequisite: 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 their 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; as well as to 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. Students use multiple resources in preparation for the AP exam, such as *Allons-Au-Delà!, AP French* (Pearson), *Une Fois Pour Toutes*, *L’Enfant Noir* by Camara Laye, *Silence de la Mer* by Vercors, and *Un Coeur à rire et à pleurer* by Maryse Condé.

**Upper School Portuguese Program**

**Portuguese 1**

**1 credit**

**Prerequisite: Demonstrated proficiency in another world language offered at RE**

This course is for students who have demonstrated a given level of proficiency in another world language offered at Ransom Everglades, and who wish to develop a basic level of proficiency in Portuguese. The course is based on a communicative approach, and grammatical concepts are presented through thematic units emphasizing the development of oral proficiency. Students develop the ability to communicate in the present and past time frames using most common verbs. In addition, they learn object pronouns and sentence agreements. Each unit of this course includes cultural lessons about Portugal, Brazil, and the diverse Lusophone communities throughout all five continents.
Upper School Course of Study

Class discussions highlight the increasing relevance of political, economic, commercial and cultural connections between Brazil and South Florida for our students in their future.

Portuguese 2  
**1 credit**  
**Prerequisite: Portuguese 1 or department approval**

This course is designed for students who have taken Portuguese 1 or who demonstrate a novice-high level of proficiency in the language across all language skills (listening, reading, speaking, writing). Students who already demonstrate an intermediate level of proficiency in Portuguese across all language skills may not take this course. 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 and complement their knowledge of basic linguistic and grammatical structures, while practicing 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.

Portuguese 3  
**1 credit**  
**Prerequisite: Portuguese 2 or department approval**

This course reviews extensively all the communicative functions and grammatical concepts introduced in Portuguese 2, and it continues with the introduction of more complex structures and functions to prepare students for further study of the Portuguese language at college level. In addition, Portuguese 3 helps students to increase their oral and written accuracy in the language. Students use technology to give in-class presentations, and attention is given to Lusophone cultures through readings, videos, music and online resources. Students are expected to speak in Portuguese during class in order to increase their oral fluency, and real-life situations are emphasized to help them become comfortable, proficient and confident speakers and writers of Portuguese.

Upper School Spanish Program

Spanish 1  
**1 credit**  
**Prerequisite: None**

**Not typically offered at the upper school**

This is an introductory course for students who have not studied Spanish before or have had limited exposure to the language. The main objective is to develop basic listening, speaking, writing and reading skills that enable students to communicate in simple, real-life scenarios. Students acquire the necessary vocabulary, idiomatic expressions and grammatical structures to speak the language at the novice level. Students learn to conjugate the most commonly used verbs in the present and preterite tenses of the indicative mood. In addition, they learn patterns of speech and grammatical structures commonly used in the Spanish-speaking world. In Spanish 1 students also gain an understanding of and appreciation for the diverse and rich culture of the Spanish-speaking world through reading passages, conversations, skits and cultural lessons that use the vocabulary and grammar introduced in each thematic unit. Student participation in oral presentations, small-group work and conversational activities during class, complement their written work, which includes short paragraphs, dialogues and other exercises.

Spanish 2  
**1 credit**  
**Prerequisite: Spanish 1**

Spanish 2 is a novice-high level course, designed to provide the grammatical foundation needed to succeed in future Spanish courses, as well as to communicate effectively. At the beginning of the course, students thoroughly review the present and preterite tenses of the indicative mood. Subsequently, students are introduced to the imperfect tense, the differences between the imperfect and the preterite tenses, as well as 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.

Spanish 3  
**1 credit**  
**Prerequisite: Spanish 2**

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.
Spanish 4 1 credit  
**Prerequisite:** Spanish 3

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.

Spanish 5 1 credit  
**Prerequisite:** Spanish 4

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 an 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 conduct research and make oral presentations frequently.

Advanced Topics in Spanish Language and Culture 1 credit  
**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 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 1 credit  
**Prerequisite:** Spanish 5 or Advanced Topics in Spanish Language and Culture

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.

Spanish Conversation and Culture Honors 1 credit  
**Prerequisite:** Advanced Topics in Spanish Language and Culture or 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 for them 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 businesses, from both Spain and Spanish America. Students also learn to better appreciate art and culture through Spanish films based on history, literature and politics.

AP Spanish Literature and Culture

1 credit

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: *Abriendo puertas, Tomos I y II*, Prentice Hall, which includes works from all the works and authors from the required AP reading list
Performing Arts

Performing Arts Curriculum

**Drama**
- Acting Studio 1
- Acting Studio 2
- Musical Theatre
- Theatre Workshop
- Senior Directing Workshop

**Dance**
- Dance Workshop

**Technical Theatre**
- Stage Production and Design 1
- Stage Production and Design 2

**Band**
- Symphonic Band
- Jazz Band
- RE Combo
- Guitar

**Strings**
- String Orchestra
- Advanced Chamber Ensemble

**Music Theory**
- AP Music Theory

**Performing Arts Courses**

**Acting Studio 1** 1 credit
*Elective: Grades 9-12*
*Prerequisite: None*

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** 1 credit
*Elective: Grades 10-12*
*Prerequisite: Acting 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** 1 credit
*Elective: Grades 9-12*
*Prerequisite: None*

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. This course ensures that students are prepared for a musical-theater college program.

**Additional Guidelines**
- See course descriptions for specific prerequisites, audition, and grade level.
- Not all electives are offered every year.

Performing Arts Chair: Mr. Jon Hamm
Performing Arts

Upper School Course of Study

Theatre Workshop  
Elective: Grades 11-12  
Prerequisite: Acting Studio 2 or department approval

This course is designed to give the student 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.

Stage Production and Design 1  
Elective: Grades 9-12  
Prerequisite: None

Lights, Curtain, Action! RE students are in charge of the show. This course provides a hands-on exploration of technical theatre, where 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 like TEDxCoconutGrove, and a variety of productions from the performing arts department such as musicals, rock concerts and orchestras.

Stage Production and Design 2  
Elective: Grades 10-12  
Pre-requisites: 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 Soundbooth, 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.

Symphonic Band  
Elective: Grades 9-12  
Prerequisite: 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. Additional rehearsals may be scheduled as needed. Preparation and performance of a solo or ensemble on the Florida Bandmasters Association list, grade one through seven, is required. Students should progress to the next grade level upon earning a superior. Students in this class will also perform with the Combined Symphonic Band, which currently rehearses once per week on Wednesdays after school. Concert performance is required.

Dance Workshop  
Elective: Grades 9-12  
Prerequisite: None

In this studio course, dancers learn how to dance with joy, passion and a respect for technique and history. Students explore the diversity of the dance world by studying various dance styles, techniques and genres. This is accomplished through opportunities to learn about the history and context of each style, genre-specific terminology and skills, 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 aims to emphasize the essential components of the art of dance. Students leave this course with a well-rounded educational dance foundation that strengthens their personal and developmental skills and moral character and, through the art, makes them culturally and socially curious and conscientious.

Senior Directing Workshop  
Elective: 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.

Theatre Workshop  
Elective: Grades 11-12  
Prerequisite: Acting Studio 2 or department approval

In this studio course, dancers learn how to dance with joy, passion and a respect for technique and history. Students explore the diversity of the dance world by studying various dance styles, techniques and genres. This is accomplished through opportunities to learn about the history and context of each style, genre-specific terminology and skills, 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 aims to emphasize the essential components of the art of dance. Students leave this course with a well-rounded educational dance foundation that strengthens their personal and developmental skills and moral character and, through the art, makes them culturally and socially curious and conscientious.

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

Jazz Band 1 credit
Elective: Grades 9-12
Prerequisite: Audition

This course is for beginning and intermediate level 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 will also 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, which currently rehearses once per week after school on Wednesdays. Jazz auditions will be held in late February. The audition dates, times and required material will be posted.

String Orchestra 1 credit
Elective: Grades 9-12
Prerequisite: Prior musical experience; placement determined by department

Students in the upper school Strings 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.

Guitar 1 credit
Elective: Grades 9-12
Prerequisite: None

This class offers a performance and study opportunity for young guitarists. Performances include solo, duet, trio, quartet and large group settings. Classical guitars 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 classical, folk, rock, blues, jazz and others. Songwriting will be a special project opportunity, welcoming different levels of experience. All aspects of songwriting are possible topics, everything from writing a lyric or musical background to a complete song. Listening and historical discussions are part of the course. This class also offers opportunities on voice, electric guitar, bass, percussion and other stringed instruments. Performances are required. Previous musical experience is welcomed, but not required.

Advanced Chamber Ensemble 1 credit
Elective: Grades 9-12
Prerequisite: Previous strings training, 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. Concert performances will be required. There are opportunities for travel and community outreach performances where ensembles, such as string quartets, will be featured. Auditions are held in late February. The audition dates, times and required material will be posted.
Upper School Course of Study

Advanced Placement Music Theory  1 credit

**Elective: 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. 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.

Private Music Instruction  Not for credit

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 a 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.

RE Singers  Not for credit

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. In keeping with the tradition of our school, it is comprised of 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. The ensemble rehearses once per week.
Visual Arts

Upper School Course of Study

Visual Arts Curriculum

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Additional Guidelines

- All photography electives are open to students who complete Photography 1.
- Not all electives are offered every year.

Visual Arts Chair: Mr. Jose Rodriguez

Visual Arts Courses

Architectural Design 1  
1 credit  
Elective: Grades 9-12  
Prerequisite: None

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.

Architectural Design 2  
1 credit  
Elective: Grades 10-12  
Prerequisite: Architectural Design 1

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 throughout the course, in order to develop a portfolio of their work.

Architectural Design 3  
1 credit  
Elective: Grades 11-12  
Prerequisite: Architectural Design 2

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. In this course, students also learn how to curate their work and assemble a finished portfolio. Portfolio development is emphasized and a digital catalogue of projects is maintained and reviewed throughout the year.
Visual Arts

Upper School Course of Study

Architectural Design 4
Elective: Grade 12
Prerequisite: Architectural Design 3

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 final a portfolio from their digital catalogue of projects.

Photography 1
Elective: Grades 9-12
Prerequisite: None

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. Students with an interest in improving their photography skills or learning how to capture the world around them in a more artistic way would enjoy this class.

Required: a portable hard drive of at least 1 TB
Recommended: The Photographer’s Eye, Freeman; a digital SLR camera

Experimental Photography
Elective: 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 such unique themes as light painting, high-speed strobe work and photo transfers. This course has a heavy emphasis on computer-based digital processing. At the end of this course, students will assemble a finished portfolio.

Required: a portable hard drive of at least 1 TB
Recommended: The Photographer’s Eye, Freeman; a digital SLR camera

Natural Light Photography
Elective: 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
Visual Arts

Upper School Course of Study

Studio Art 1
Elective: Grades 9-12
Prerequisite: None

The purpose of the course is to develop creative skills through hands-on experiences as well as to develop knowledge, understanding and 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
Elective: Grades 10-12
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, in order to develop a portfolio of their work.

Studio Art 3
Elective: Grades 11-12
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. With increased freedom to challenge themselves, students propose projects for the curriculum that help work toward their vision of a unique final portfolio. 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
Elective: Grade 12
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.

Yearbook
Elective: Grades 9-12
Prerequisite: None

This course represents an introduction to the fundamentals of photography, graphic design, journalism and print publication in a real-world context. Students work with Adobe Photoshop
Upper School Course of Study

and an internet-based online design software to create a yearly depiction of the Ransom Everglades upper 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 and staff, 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 including editor-in-chief, assistant editor, production manager, copy editor and photo editor, typically filled by senior members of the staff. The class produces a substantial yearbook that is distributed to both students and faculty in the upper school and is an artifact of the school’s history.

Art History 1 credit
Elective: Grades 9-12
Prerequisite: None

This course provides a chronological exploration of visual imagery and aesthetic concepts. The format of the class is a mixture of formal lecture and seminar discussion. Architecture, sculpture, two-dimensional design, photography, graphics and utilitarian products represent global cultures. This art is examined in terms of visual style and in an interdisciplinary context. The principal goal of the course is to reveal the creative process of making art and its subsequent interpretation as an engaging visual language. This course can count for either a History and Social Sciences or Visual Arts credit.

Text: Janson’s Basic History of Western Art, Davies et al.

The Art of Ancient and Early Cultures 1/2 credit
Fall Semester
Elective: Grades 10-12
Prerequisite: None

The Art of Ancient Cultures is a semester long, in-depth exploration of visual and aesthetic traditions dating from prehistoric origins up to the Early Christian/Byzantine era. It traces the birth of the arts from its magical roots, through the course of pagan mythology, and to the advent of monotheism. This course provides an exposure to the stylistic developments of architecture, sculpture, painting and other media in a historical chronology. From an interdisciplinary perspective, students learn to exercise formal artistic analysis, interpret iconographic content, make syncretic interconnections among periods, establish a discipline-specific vocabulary, and perceive intricate compositional considerations. The course is lecture-based and assessments will consist of class discussions, research papers and student presentations. This class offers an examination of milestone artists and visual movements. This is an alternative learning experience that cannot be achieved in the format of standard survey courses.

Text: None

The Art of the Modern World 1/2 credit
Spring Semester
Elective: Grades 10-12
Prerequisite: None

The Art of the Modern World is a second semester course of studies focusing on the development of contemporary visual expression. It begins with a renewed interest and subsequent departure from the classicistic tradition. The class examines the subsequent evolution of the visual arts, through evolutionary movements and reactionary “isms,” set in a chronological time frame. This course also explores Western art as it delves into the experimentalism of semi- and non-representational abstraction, as well as the approach of conceptualism. This visual program culminates in European and American Modernism and Postmodernism. This comprehensive study emphasizes aesthetic values, historical and social implications, and the contributions of significant 19-20th century artists. The course is lecture based and assessments will consist of class discussions, research papers and student presentations. This class offers the opportunity for indepth examination of milestone artists and visual movements. This is an alternative learning experience that cannot be achieved in standard survey courses.

Texts: None

Advanced Placement Art History 1 credit
Elective: Grades 11-12
Prerequisite: Department approval

This course offers a visual survey of international architecture, sculpture, painting and printmaking from prehistory to postmodernism. Students concentrate on understanding the significance of 250 representative images selected by the College Board. Students trace the chronological development of art through interdisciplinary contexts of geography, sociology, history, magic and superstition, religion, utilitarian needs and visual aesthetics. This course can count for either a History and Social Sciences or a Visual Arts credit.

Texts: History of Art, H. W. Janson; Barron’s AP Art History Workbook
American Film Studies 1 credit
Elective: Grades 9-12
Prerequisite: None

American Film Studies is a full-year survey course that enhances
 cinematic appreciation. The format of the class is built on the
 screening of nine genres of movies (four to five movies per
 theme). The subject areas include various types of animation,
 comedies, crime dramas, dramas, horror, movies about making
 movies, science fiction, war and westerns. This contemporary
 film list broadens the students’ awareness, interpretive abilities
 and comprehensive understanding of masterpieces of the
 entertainment industry. The curriculum covers key technical
 aspects that comprise film productions such as pacing, editing,
 scripting, soundtrack treatment, set design, framing and differing
 acting and directorial styles. In terms of evaluation, there are
 written and oral components of assessment. Students exercise
 and refine effective written, oral and visual communication
 skills in analyzing films and sharing their perspectives with their
 classmates. A minimum two-page paper is written on each film
 along with subsequent, critique group discussions. The primary
 intent of the course is to provide students with a keener insight
 into both the technical considerations of cinema and the creative
 and artistic application of these techniques.

International Film Studies 1 credit
Elective: Grades 9-12
Prerequisite: None

Students in this class view, discuss and write about a selection
 of international film classics. The movies represent many
genres, including drama, comedy, suspense, psychological
 thrillers, science-fiction period pieces, avant-garde and foreign
 films. Throughout the first semester, the concentration is on
 international cinema, while the second semester is dedicated
to American productions. The class explores a series of past
 cinematic milestones and contemporary classics to reveal movies
 as a viable art form distinguished by a rich tradition of styles and
 techniques.
Upper School Course of Study

Physical Education Curriculum

To take advantage of RE’s location on Biscayne Bay and continue Paul Ransom’s emphasis on experiential learning and outdoor education, all freshmen are enrolled in a physical education course that includes modules in paddle sports, sailing, swimming, CPR/first aid and personal fitness. In grades 10-12, students must earn at least two units in physical education or athletics (varsity or junior varsity sport). One unit is earned by 1) taking a semester elective course in physical education, 2) participating in one season of varsity athletics or 3) participating in one season of junior varsity athletics. Units in athletics may be earned only by participating on a Ransom Everglades athletic team. Grades in physical education courses are not included in the calculation of the GPA.

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
Intro 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

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

Physical Education 1 credit
Required: 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 the opportunity to learn and enhance a variety of skills that they can pursue for a lifetime of wellness. Experiences for all students will include:

Sailing: The sailing course introduces our learn-to-sail curriculum, which includes the physics of sailing, onland 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 form of exercise that will serve them for life.

CPR/AED/First Aid: The CPR/AED/First Aid Certification course teaches the students the tools to be part of a safer environment when faced with potential emergency situations. Their presence will make any dangerous environment safer as they will be equipped to save lives with the skills gained in this class. 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 how to safely utilize each piece of equipment and furthermore learn how to safely and appropriately 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.

Semester Electives

Elective: Grades 10-12
Prerequisite: None

Advanced Bay Studies 1 unit

This course offers an experience on Biscayne Bay. Students continue to develop skills in canoeing, kayaking, paddle boarding, and sailing. Historical, environmental and aquatic research is conducted using topics specific to our bay. Sailing skills continue to develop with emphasis on wind conditions, wind patterns, introduction to racing-boat handling, and the in-depth study of sailing rules. Paddle sport experiences offer longer excursions with emphasis on technique and efficiency. In addition to the on-the-water experience, students strengthen their seamanship skills earning their Florida Safe Boating Licenses through six hours of instruction and testing.

Advanced Techniques in Fitness and Personal Training 1 unit

This course increases fitness through small-group training sessions. Students gain the knowledge and skills to create personalized workouts with individual progression, perfect for any fitness level. The course offers total-body resistance and cardiovascular training while challenging the body with high intensity training, plyometrics, stability training, pilates and yoga techniques.

American Red Cross Lifeguarding and ASCA Swim Lesson Instructor 1 unit

Spring Semester only
Prerequisites: swim test (including a variety of distance, timed and underwater skills); must be 15 years old

The first part of the course provides entry-level participants with the knowledge and skills to prevent, recognize and respond to aquatic emergencies and provide care for breathing and cardiac emergencies and sudden illnesses until emergency medical services (EMS) personnel arrive. Participants who successfully complete the lifeguarding course receive American Red Cross certificates for Lifeguarding/First Aid/CPR/AED valid for two years.
Upper School Course of Study

Strength and Conditioning 1 unit
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 1 unit
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.

Intro. to Sports Medicine 1 unit
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.

The second part of the course trains students in the American Swimming Coaches Association (ASCA) SwimAmerica lessons program. Drowning is the second-leading cause of unintentional injury-related deaths in children; students learn how to teach new swimmers the skills that could save lives. Student are asked to participate in a few after-school volunteer swim lessons to practice their new skills.

Upper School Course of Study

The second part of the course trains students in the American Swimming Coaches Association (ASCA) SwimAmerica lessons program. Drowning is the second-leading cause of unintentional injury-related deaths in children; students learn how to teach new swimmers the skills that could save lives. Student are asked to participate in a few after-school volunteer swim lessons to practice their new skills.
Independent Study 1/2 credit or 1 credit
Grades 11-12
Prerequisite: Accepted application

In exceptional cases, juniors and seniors whose interests go beyond regular curricular offerings may petition to pursue an independent study for academic credit 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, or work outside the realm of our 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.

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 and/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 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 your proposed course of study or project. Present the research question or problem that you are investigating. Situate your project within an academic or scholarly context. For Independent Study in the arts, describe the artistic project that you propose to undertake.
- Plan: Explain clearly what your Independent Study entails. Independent studies must involve clearly reasoned learning activities or steps that can be monitored as the project develops. Course 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 you will demonstrate what you have learned through Independent Study, 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). The grade for the final project constitutes one-third of the grade for the Independent Study.

Please visit the course request resource on myCOMPASS for an electronic version of the Independent Study application.

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. The grade for the seminar constitutes one-third of the final grade for the independent work.
- keep a journal, documenting and reflecting on the inquiry process. The grade for the journal constitutes one-third of the final grade for the Independent Study. Journal entries may be shared and discussed during meetings with the faculty mentor and/or during seminar sessions.

Independent Study Seminar Texts:
Depending on the student’s area of inquiry, required reading before the first seminar meeting may include works such as: Bloch, The Historian’s Craft (for students working in history; Hegel, Introductory Lectures on Aesthetics (for students working in the arts); Hofstadter, Godel, Escher, Bach: An Eternal Golden Braid, Part 1, 3-274 (for students working in math); Eagleton, Literary Theory: An Introduction (for students working on literature); Kuhn, The Structure of Scientific Revolutions (for students working in the sciences)

This description is adapted from independent study programs and policies at Milton Academy, Harvard-Westlake, Harvard University, Northwestern University and Skidmore College.
Global Online Academy

Open to students in 11th or 12th grades

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 2020-21 list of GOA courses is provided below. For more information and course descriptions, students should visit the GOA website at www.globalonlineacademy.org.

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<td>Prisons and the Criminal Law</td>
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Additional Guidelines

- Students who are interested in taking a GOA course must first speak with their advisor and the class dean.
- Some GOA course curricula may overlap with RE courses. Students should discuss this with the class dean before enrolling.
- 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.
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. Ransom Everglades student activities are meant to enhance the experience of the greater Ransom Everglades community. Time in the schedule is dedicated to student activities each Monday. 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 by the student body 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 will be selecting their student organizations during the course request process. Therefore, 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

**Student Government and Advisory Councils**
- Diversity Council
- Environmental and Sustainability Council
- Volunteer Service Council*
- Honor Council (appointed)
- Student Government Association (elected)
- Health Information Project (by application only)

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

**Student Activities (Affinity/Interest)**
- American Sign Language Club
- Black Students Association
- Chinese Culture Club
- Christian Students Association
- Dance Club
- Drama Club
- French Club
- Gender and Sexuality Association
- HealthcaRE
- Jewish Students Association
- Latin American Students Association
- Lending to End All Poverty
- Persian and Arabic Students Association
- Poetry Club
- Ransom Everglades Arts League
- Ransom Everglades History Club
- Rock 4 RElief
- School Spirit Organization
- Students Against Distracted Driving
- Students Against Gun Violence
- Technical TheatRE
- The Raider Scoop
- Women Empowered

* 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.