REQUIREMENTS

Graduation Requirements and Course Sequence ........................................... 2
Diploma Requirements .................................................................................. 3

COURSE DESCRIPTIONS BY DEPARTMENT

Bay Area BlendEd Consortium ................................................................. 3
Mathematics ............................................................................................. 4
Science ...................................................................................................... 5
World Language ......................................................................................... 7
ESL Classes ............................................................................................. 9
Humanities: 9th & 10 Grade Core Classes .................................................. 10
Literature Seminars .................................................................................. 10
History and Social Science Seminars ....................................................... 13
Fine Arts .................................................................................................. 15
March Term Courses ................................................................................ 19
Physical Education ................................................................................... 21
Athletics ................................................................................................... 21
Special Offerings ...................................................................................... 22
AWE/Community Service ....................................................................... 22
Clubs and Organizations .......................................................................... 22
Community Service .................................................................................. 23
Daily Class Schedule ............................................................................... 23
2019-2020 GRADUATION REQUIREMENTS AND COURSE SEQUENCE

Required courses are in **bold**. Athenian offers many courses at the Honors/AP level. All Honors/AP courses are University of CA approved to earn 5 GPA points for an A.

<table>
<thead>
<tr>
<th>GRADUATION REQUIREMENTS</th>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Humanities</strong></td>
<td>World Literature</td>
<td>U.S. Literature</td>
<td>4 semesters of English Seminars</td>
<td>2 semesters of History / Social Science Seminars</td>
</tr>
<tr>
<td>4 Years of English</td>
<td>3 Years of History</td>
<td></td>
<td>Many Honors Options Available - Over 30 Seminars including:</td>
<td></td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>Options include: Instrumental Music, Band, Chorus, or Theater</td>
<td>UC Visual &amp; Performing Art (year-long course) + Studio Art (2 semesters)</td>
<td>Students may double up on math; 4 years of math recommended</td>
<td></td>
</tr>
<tr>
<td>2 Years</td>
<td></td>
<td>Visual Arts include: 2D Art I &amp; II, 3D Art I &amp; II, Photography, Digital Arts, Painting, Sculpture, Yearbook &amp; Arts Publishing, Advanced Architecture, Documentary Film, and Ceramics.</td>
<td>Performing Arts include: Theater I &amp; II, Theater Production, Choir, Advanced Choir, Intro to Instruments, Instrumental Music, Advanced Music Ensembles, Songwriting, and Dance I &amp; II.</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Based on level</td>
<td>Based on level</td>
<td>Based on level</td>
<td>Based on level</td>
</tr>
<tr>
<td>Through Algebra II, including Geometry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>See course catalogue for prerequisites.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Physics</td>
<td>Chemistry</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>3 Years</td>
<td>Courses that may be taken any time after 9th Grade:</td>
<td></td>
<td>Course options for grades 11 and 12 include:</td>
<td></td>
</tr>
<tr>
<td>H = Honors</td>
<td>Science Aesthetics and Making Engineering 1: Machines, Electronics, and Computing</td>
<td>Advanced Physics (H)</td>
<td>Environmental Science</td>
<td></td>
</tr>
<tr>
<td>See course catalogue for prerequisites.</td>
<td>Advanced Biology (H)</td>
<td>Advanced Biology (H)</td>
<td>Entrepreneurship II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Chemistry (H)</td>
<td>Advanced Chemistry (H)</td>
<td>Intro to Organic Chemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Physics: Mechanics (H)</td>
<td>Advanced Physics: Mechanics (H)</td>
<td>Medicinal Chemistry (H)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anatomy &amp; Physiology</td>
<td>Anatomy &amp; Physiology</td>
<td>Medical Problem Solving</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Climate Change: From Science to Action Engineering I: Machines, electronics, &amp; computing</td>
<td>Climate Change: From Science to Action Engineering I: Machines, electronics, &amp; computing</td>
<td>Science Aesthetics and Making</td>
<td></td>
</tr>
<tr>
<td><strong>World Language</strong></td>
<td>Based on level</td>
<td>Based on level</td>
<td>Based on level</td>
<td>Based on level</td>
</tr>
<tr>
<td>Through Level III of one language, or 2 years of two languages</td>
<td>World Language Options include: French, Spanish, or Mandarin Chinese. <strong>New student placement by exam.</strong></td>
<td>Course sequence: I, II, III, III Honors, IV, IV- Culture and Communication, IV Honors, V* or AP* (*if offered)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>PE options include: Sports Conditioning, Strength &amp; Conditioning, Hiking, Ultimate Frisbee, Yoga, and Dance.</td>
<td>Athletic options include: Soccer, Volleyball, Sailing, Tennis, Cross Country, Basketball, Wrestling, Golf, Baseball, Swimming, Lacrosse, and Track &amp; Field.</td>
<td>Team Sports receive two quarters of PE credit. Dance can be taken for Art or PE credit.</td>
<td></td>
</tr>
<tr>
<td>3 1/2 Years required – one class each quarter (2 out of 4 quarters senior year)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Community Service</strong></td>
<td>On-Campus Project</td>
<td>Structured Off-Campus Project</td>
<td>Individual Project</td>
<td>Individual Project</td>
</tr>
<tr>
<td>4 Years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Additional Grade Level Courses</strong></td>
<td>Computational Thinking (1/2 year course)</td>
<td></td>
<td>Athenian Wilderness Experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health and Wellness (1/2 year course)</td>
<td></td>
<td>Spring: Death Valley or Summer: High Sierra</td>
<td></td>
</tr>
</tbody>
</table>
DIPLOMA REQUIREMENTS

In order to be eligible for an Athenian diploma, students must complete four years of secondary school, including the minimum requirements listed below.

ACADEMIC REQUIREMENTS:

Humanities: 4 years of English- World Literature (9th Grade) and American Studies: Literature (10th Grade).
- After completion of American Studies, one must take the equivalent of 2 years (4 semesters of English seminars with at least one semester in the 12th grade).
3 years of History/Social Science – World Cultures (9th grade) and American Studies: History (10th grade).
- After completion of American Studies, one must take the equivalent of one year (2 semesters) of history/social science seminars.

World Language: Completion of third level of one language or completion of second level of two languages.
Mathematics: Algebra I, Geometry, Algebra II
Laboratory Science: 3 years (includes one year of life science).
Fine Arts: 2 Years: 1 yearlong UC approved class and 1 additional year of arts electives, either two semester-long or year-long.
Physical Education: Student must participate in physical education and/or athletics continuously each full year, in 9th through 11th grade. Students need to be in an interscholastic sport or PE class every quarter. Students must complete 2 of 4 quarters of PE in their senior year.

CO-CURRICULAR REQUIREMENTS:

Community Service: All students participate in a required Community Service Program each year. Freshman and sophomore year consist of several group projects, both on-campus and in the broader community. During the junior and senior years, each student is required to design and work on an intensive individual service project.

Athenian Wilderness Experience (AWE): This requirement is completed either during mid-March of junior year in Death Valley or during the summer in the High Sierra before the beginning of the senior year. See description under “Athenian Wilderness Experience.” (With rare exceptions, students will not be permitted to participate during their academic senior year.)

Academic Schedule: The year is divided into two semesters. There are seven periods that meet three times per week. Additionally, there is an eighth period four days a week at the end of the day reserved for physical education and electives. There is also an additional three-week March term in which students take one class and receive a semester’s worth of credit or participate in a school trip.

THE BAY AREA BLENDED CONSORTIUM

The Bay Area BlendEd Consortium offers electives which combine demonstrated best practices for online learning with face-to-face interactions and making the most of local area resources. The instructors of these courses are talented and committed faculty from the five BlendEd Consortium schools (The Athenian School, The Branson School, The College Preparatory School, Lick-Wilmerding High School, Marin Academy, and The Urban School). Students will access these courses via a learning management system (LMS), where they can engage in a variety of ways, including reviewing materials, exploring digital media, participating in group discussions, and submitting their work. These courses are interactive with significant time working asynchronously in the LMS and occasional virtual class meetings. Each course will also include a minimum of three face-to-face sessions. These sessions will occur outside regular school hours and may occur on weekends or holidays. Students must have reliable access to the Internet and access to a device such as a desktop computer, laptop computer, tablet, or similar.

The BlendEd courses are available to junior and seniors in the six consortium schools. The courses and full descriptions will be listed in the course catalogue at each school and available for eligible students during the course selection process at each consortium school. The small class size affirms our commitment to meeting individual student needs and the building of strong classroom cultures where students feel equally invested in helping each other succeed. Interested students are encouraged to inquire early.

Commitment to Equity, Inclusion, and Diversity

The Athenian School realizes that true multiculturalism and diversity need the spirit of equity and inclusion in order to foster a strong community of learners. Athenian emphasizes skill building around empathy, perspective recognition, analysis and inquiry, self-awareness, and the acknowledgment of environmental privileges. Learning and life are enhanced when we are able to step into the intellectual space of others with respect and understanding. Our goal is that our students, faculty and staff build their capacity to increase their cultural wisdom and create community.

Mission

The Athenian School prepares students for the rigorous expectations of college and for a life of purpose and personal fulfillment. We offer a challenging academic program with a difference: intellectual inquiry is active, learning is interactive, the disciplines are interrelated, and analysis and creativity thrive simultaneously. The acquisition of knowledge becomes authentic and joyous.

We cultivate the personal qualities of each student to become an integrated human being with integrity, strong moral character, aesthetic sensitivity, and physical well being. The Athenian community requires students to face life directly through open communication, while developing their inner strength to exceed their perceived potential and emerge compassionate, responsible adults.

We instill an appreciation of the reciprocal relationship between the individual and cultures, society and the natural world. We value the power and beauty of multiculturalism within our diverse community. We embrace the principles of democratic governance, stewardship of the environment, respect for human dignity, and service as a way of life.

By providing an atmosphere of intellectual, artistic, and physical challenge within the warmth of a nurturing community, we develop in our students the confidence and skills required to meet the complexities of their future.
After Athenian enrollment, students will be required to take a mathematics entrance exam for appropriate placement. All prerequisite courses listed below must be taken as full year courses. The mathematics department does not accept grades from summer school courses. The department encourages students to take summer school courses as enrichment courses or to make up failing grades from previously taken full-year courses.

**Algebra I**  
1 Year Credit

A full year course designed to introduce the student to the fundamentals of algebra: variables, operations on real numbers and their properties, simplifying expressions, factoring algebraic expressions, solving both linear and quadratic equations, inequalities, rational expressions, exponents, radicals, solving systems of equations and inequalities, as well as an introduction to functions. The course emphasizes visual connections to algebraic equations in the form of graphs. A scientific calculator is recommended, but not required.

After completing this course, only students who have maintained an A in both semesters may be recommended by the teacher to double up and take both Geometry and Algebra II the following school year.

**Geometry**  
1 Year Credit

Prerequisite: Algebra I with a C- or better each semester.

This full year course is a thorough introduction to the main concepts and applications of Euclidean geometry. The first half of the year is an axiomatic development, involving points, lines, planes, space, and polygons. Emphasis is placed on congruency and similarity of polygons, specifically triangles. Students are expected to create their own proofs. Induction, deduction, and formal logic are also included. During the last half of the year, the emphasis changes from proofs to problem solving. Topics include right triangles, an introduction to trigonometry, circles, constructions, areas, and volumes, as well as coordinate geometry, if time allows. Periodic reviews of algebra are implemented throughout the year. A scientific calculator is required.

**Algebra II**  
1 Year Credit

Prerequisite: Geometry and Algebra I with a C- or better each semester.

This full year course includes a thorough study of the main concepts and applications of intermediate algebra. The course includes the study of exponents, linear equations, quadratic equations, rational expressions, complex numbers, functions, logarithms, systems of equations, as well as sequences and series. Students master algebraic skills and improve their problem solving abilities. A scientific calculator is required.

**Algebra II Honors**  
1 Year Credit

Prerequisite: A teacher recommendation AND Geometry and Algebra I with a grade of A- or better each semester. All students must pass an Honors readiness exam (the passing score to be determined by the math department). The student must maintain a C average to remain in the class.

Students are expected to enter this course with a solid understanding of Geometry and Algebra I topics. Algebra II Honors is a demanding and rigorous course covering the same topics as Algebra II (see above) in greater breadth and depth. Taking the honors option at the Algebra II level entails additional course work as well as more rigorous assessments. Conceptual understanding and synthesis of material is emphasized. This course is preparing students to advance into Pre-Calculus Honors. A scientific calculator is required.

**Computational Thinking (9th Grade Only)**  
1 Semester Credit

This course introduces all students to computational thinking, and helps students learn how to code. It is a project-based course that is differentiated so that students who are familiar with computational thinking and programming can work on more advanced projects, while others do intermediate and introductory leveled projects. Students begin this course examining questions of how the tools they use daily work, from the applications on their phone to the internet. After becoming familiar with what computer code can and cannot do, student will tackle programming projects using computational thinking. Students will be encouraged to decompose large problems into smaller problems, abstract those problems looking for generalized patterns, develop ordered sequences of steps to address each problem, analyze the effectiveness of the algorithms developed, and then iterate the entire process to ensure efficiency and elegance. Project topics may include cryptography, computational biology, digital image manipulation, video games, simulations, and artificial intelligence.

**Pre-Calculus**  
1 Year Credit

Prerequisite: Algebra II with grade of C- or better each semester.

This course is solid preparation for college level math courses. Materials covered in the course include: a review of Algebra II topics then a more in-depth study of the following: conic sections, functions, graphing techniques, polynomial functions, circular functions, trigonometric functions, second-degree relations, and transcendental functions. Trigonometric study will have an emphasis on graphing, proving identities, and solving triangles, equations, and harmonic motion. A scientific calculator is required; a graphing calculator is recommended.

**Precalculus Honors**  
1 Year Credit

Prerequisite: A teacher recommendation AND Algebra II Honors with a B- or better each semester OR Algebra II with an A- grade level while also earning a solid A in at least one of the semesters. Additionally, those students coming from Algebra II must complete three problem sets during the spring semester and pass a Precalculus Honors readiness exam (the passing score to be determined by the math department). The student must maintain a C average to remain in the class.

This course is solid preparation for calculus. Topics covered in the course include a minimal review of Algebra II topics then a more in-depth study of the following: conic sections, functions, graphing techniques, polynomial functions, advanced trigonometric functions; graphing translations, solving equations and second-degree relations, and transcendental functions. Students are expected to develop a facility in working with a variety of functions including trigonometric functions and their inverses. If time allows, the concept of the limit and the derivative will be introduced. A scientific calculator is required; a graphing calculator is recommended.

**Applied Calculus**  
1 Year Credit

Prerequisite: Precalculus with a C- or better each semester

Applied Calculus exhibits the "Rule of Four," an emphasis on concepts and modeling, exposition that students can read and understand and a flexible approach to technology. The conceptual and modeling problems, praised for their creativity and variety, continue to motivate and challenge students. This course gives students the skills to apply calculus on the job. It highlights the applications' connections with real-world concerns. The problems take advantage of computers and graphing calculators to help students think mathematically. The applied exercises challenge students to apply the math they have learned in new ways. This develops their capacity for modeling in a way that the usual exercises patterned after similar solved examples cannot do. A graphing calculator is required.

**Multivariable Calculus (BlendED)**  
1 Year Credit

Prerequisite: Completion of one year of Single Variable Calculus (AB or BC)

This course will begin by exploring vector geometry and functions in more than one variable. After expanding the concepts of limits and continuity to include multivariate functions, students will develop a rich understanding of concepts and methods relating to the main topics of Partial Differentiation and Multiple Integration. After generalizing several tools from single-variable to multivariate calculus, students will explore topics of optimization and geometric applications in areas including physics, economics, probability, and technology. Students will expand their fluency with topics to address vector fields and parametric functions and will understand applications of Green's and Stokes' Theorems. Students will employ multidimensional graphing programs to aid in developing a more thorough understanding of the myriad ways for describing and analyzing properties of multivariate functions. At the conclusion of the course, students will have the opportunity to further explore applications of and/or concepts relating to topics covered by the course. Emphasis will be placed on students expressing fluency with numerical, algebraic, visual, and verbal interpretations of concepts. Students can expect to collaborate weekly on homework, problem-sets, and projects in small groups and in tutorial with their instructor online; face-to-face sessions may include visits with experts analyzing functions in multiple variables as well as group problem-solving activities and assessments.
SCIENCE DEPARTMENT

Students should plan to take year-long science courses for the full year. The only exceptions are for Humanities or Science of Making, in which students may request a semester of science credit, and for those students who are missing a fraction of a course and need only that fraction to fulfill the course’s full year requirement. Prerequisites: PLAN AHEAD. See course descriptions. Placement of students into advanced level courses is dependent on available space in the allocated course sections. Faculty recommendations are only an assessment of student ability and are therefore indicative of the course options for which they are qualified. In the event that student requests exceed the available space in a course, placement will be determined by academic performance, faculty recommendation and, if necessary, a placement test. Space is limited, and we prioritize making sure every student who wants one receives a space in one science class.

Physics 1 Year Credit
Prerequisite: All ninth graders will take Physics.
This course is an introduction to physics, with an emphasis in problem solving techniques, reasoning, and laboratory skills. Reasoning frameworks and skills such as the scientific method, the metric system, unit analysis, limitations of measurement, error analysis, and conservation laws are taught. Selected topics in Newtonian mechanics, states of matter, mechanical and electromagnetic waves, and electricity & magnetism will be addressed. This course serves as a platform to more advanced scientific understanding.
Chemistry 1 Year Credit
Prerequisite: Algebra I with a grade of C- or better.
This is an introduction to chemistry. The learning approach in this course is through lectures, laboratory experiments, scientific writing, projects and demonstrations. This course requires a firm understanding of the metric system, unit analysis, significant figures, algebraic manipulations, and computer competency. This course will teach students to reason using unit analysis, experimental design, conservation laws, and periodic trends. Topics covered include an introduction to measurement, elementary laboratory techniques (including the use of computers and technology), matter, atomic structure, the nature of chemical bonding, molecular shapes, chemical reactions, chemical equations, the mole concept, mole-mass relationships, and acids and bases.

Biology 1 Year Credit
Prerequisite: Chemistry
This course is an introduction to biology, the study of life. Students will learn about the living world through observation, interpretation, and analysis, and to further develop their skills in critical thinking and the scientific process. Students must have a fundamental understanding of chemical nomenclature and bonds, periodic trends, chemical energy, catalysts, solutions, and pH. Topics include biochemistry, cell biology, genetics, inheritance, evolution, botany, and ecology. The relationship between structure and function will be emphasized throughout the year. Course work includes lectures, laboratory work, hands-on activities, field work, projects, reading and writing assignments, quizzes, and tests.

Advanced Biology (Honors) 1 Year Credit
Prerequisite: Completion of Biology with a grade of A- or better each semester and teacher recommendation
This is a rigorous course focused on biochemistry, molecular biology, microbiology, immunology and biotechnology. Topics addressed in Biology are studied in more depth, in addition to topics not typically covered in Introductory Biology. The course includes labs using modern techniques to strengthen students independent learning skills. Course work includes laboratory work, lectures and discussions, presentation projects, reading from the scientific literature, guest speakers, quizzes, and tests. Students will gain a deeper understanding of current topics in biology, such as cancer biology, antibiotic resistance, and biotechnology. Students should be curious, highly motivated, and have the desire and discipline to question, think, solve problems, and work independently.

Advanced Chemistry (Honors) 1 Year Credit
Prerequisite: Chemistry with a grade of A- or better and/or instructor recommendation. Students may be required to pass a chemistry/math proficiency test.
The main objective of this course is to develop the student’s ability to think critically about chemistry and science related subjects in general. This will be accomplished primarily through inquiry-based labs, during which students work in teams to conduct an experiment and offer a well-reasoned explanation for the result. Once the teams have come to their conclusions, class discussions allow for further expansion on the ideas and more in-depth analysis. Students will be continually challenged to explain “why” rather than “what”. Areas that will be covered during the year include an detailed study of intermolecular forces and their influence on nearly every aspect of chemistry; solids, liquids, gases, and their behavior; chemical bonding and molecular structure; chemical reactions; electrochemistry; chemical equilibria; chemical thermodynamics; chemical kinetics; and nuclear chemistry. Advanced Chemistry students should be prepared to collaborate with their peers and participate actively in class discussions, ask difficult questions, and tackle complex problems with enthusiasm.

Physics: Mechanics (Honors) 1 Year Credit
Prerequisite: Conceptual Physics, and recommendation from current science teacher. Pre or co-requisite: Calculus AB or higher
This course is a college level, calculus-based investigation into Mechanics. Students will complement their investigation into physics principles with regular lab activities where they will re-create, develop, and perform experiments, use various technologies and programs to collect and analyze data, work both independently and collaboratively, and summarize their results in formal lab analysis. The structure of the class, in conjunction with the hands-on component of the labs, is intended to help students gain the ability to succeed in more advanced courses in science as well as develop an understanding of and an appreciation for the study of physics. Students will leave the course with a deep view into the mechanical universe.

Science, Aesthetics and Making 1 Year Credit
Prerequisites: Physics and teacher recommendation (transfer students who did not take Physics may have that requirement waived)
This is a UC accredited, project-based course that offers a blend of Science, aesthetics, creativity and Making. In this course students will learn to work safely in a shop environment using most of the machines the Carter Innovation Studio has to offer. It will be a year of experiential learning, practice brainstorming, creative design, working with tools and physical problems solving as we develop the agency of making. Students will explore creative problem solving as they try to find solutions to physical challenges, investigate the physics of light and study the physics of music and musical instruments.

Environmental Science 1 Year Credit
Prerequisite: Chemistry
This course provides an introduction to environmental sciences and takes a systems approach to the study of the earth. Students will utilize their knowledge from physics, chemistry, and biology, in addition to their knowledge and skills gained from the humanities classes here at Athenian. Particular attention will be paid to the Athenian campus and surrounding areas, expanding out to the greater Bay Area and beyond. Class material will be presented through lectures, research, in-class lab work, and field studies. Students will be responsible for notetaking, text reading, study-skills, individual and group projects, oral presentations, lab/activity reports. The course is open to juniors and seniors.

Applied Science and Engineering (Honors) 1 Year Credit
Prerequisites: Engineering 1 or 1 year of Robotics (200+ hours) and recommendation from the Robotics Director or the equivalent.
This year-long project-based course builds upon and expands your previous science and engineering experience. You will identify real-world needs, design and create working prototypes, gather research and data, make outside contacts with experts, and formally present your culminating project. Possible topics you will learn along the way include advanced mechanisms, statics and dynamics, materials mechanics, control systems and feedback, advanced sensors and actuators, signal processing, high power electronics, microcontroller and microcomputer platforms, embedded systems and IoT (Internet of Things). This course will be mostly self-directed, with the instructor acting more as a mentor than a teacher. You will learn what you need to bring your personal or group project ideas to life, requesting help and skills from the teacher or mentors as needed. The course will be primarily open-ended project development culminating in a school-wide design faire where students will display their work. Exceptional projects may be invited to the worldwide Maker Faire in May.

Engineering 1: Machines, electronics, and computing 1 Year Science Credit
Prerequisites: Physics (transfer students who did not take Physics may have that requirement waived)
Whether you are a kinetic sculpture artist, musical instrument designer, or robotics geek, you need engineering skills to bring your ideas to life. In this year-long project-based course, this course will dive deep into the three pillars of engineering: mechanics, electronics, and computing. Students will learn about the bones of stuff (structure and mechanisms), the muscles of stuff (motors and actuators), the nervous systems of stuff (electronics and sensors), the brains of stuff (programming and microcomputers), and anything else you need to go from idea, to design, to working prototype. Half of the course will focus on short-term projects aimed at introducing students to structure and mechanism design, electronics prototyping, and microcomputers. The remainder of the course will be open-ended project development culminating in a school-wide design faire where students will display their work. No prior experience required in any of these areas.

Entrepreneurship 2 1 Semester Credit
This course is an experiential course designed to help students build their entrepreneurial skills by developing their own ventures. The course will build on skills from the introductory course including customer discovery, rapid prototyping, financial modeling and targeted communications. Because students are working on individual projects, most of the work will be done independently. The focus for most students this year will be on competing in the University of Delaware’s Diamond Challenge.
Humanitas (Yearlong)

1 Semester Social Science or Social Science Credit/Fall
1 Semester Social Science or Studio Art Credit/Spring

This is an interdisciplinary elective open to seniors only and requires a year commitment. Students who take this course should have excellent reading skills and be able to write essays without difficulty. The course requires writing assignments, various art projects, and an end-of-course Masterpiece Project/Presentation. It is vital to the success of the course that each student be eager (not shy) about taking part in vigorous discussion, able to tolerate critique, and comfortable in response to his/her ideas. The purpose of the first part of this course is to investigate the question: What is it to be human? The course investigation will begin with a study of the mythological understanding of human origins from several traditions. Students will compare that to both ancient and modern “scientific” perspectives of various kinds of beings and their acts and continue with a philosophical analysis of what is observed. Students will look at behaviors/activities such as rituals and holidays as well as things as apparently fundamental as rocks and trees. Having established some answer to the question, the second part of the course, students will then look at whether there is a “purpose” in nature and what that might be. This course will investigate whether there is or can be a common goal, good or value toward which humans are aimed. Is there a common human good and how might this be related to social/political activity?

Introduction to Organic Chemistry (BlendEd)

Prerequisites: Successful completion of a high school chemistry course.

This introductory survey course will cover organic chemistry and relevant biochemistry. The cast of organic compounds is a virtual who’s who of chemicals, including foods, medicines, drugs, and cellular components. Their compositions and structures determine how they perform their functions. The course will cover the chemistry of biochemistry, including carbohydrates, lipids, proteins, nucleic acids, and membranes. The assignment of structures will be emphasized. During our face-to-face sessions, we will work collaboratively doing experiments, solving problems, making animations of chemical mechanisms, and educating one another in how these compounds work to treat disease, this is the class for you. This course will occasionally connect with the teacher and other classmates through online meetings to share progress on research topics and discuss diagnoses and treatment plans. Students will occasionally connect with the teacher and other classmates through online discussions and virtual meetings to share presentations, receive and provide feedback and ask questions. The three face-to-face meetings will be reserved for presentations from local medical professionals and hands-on activities relating to the case study material.

Medical Problem Solving (BlendEd)

Prerequisites: Two years of high school science.

This course uses medical case studies as vehicles for students to learn collaboratively about the anatomy and physiology of the human body. Each student has the responsibility of researching aspects of the case study in question in order to create informative presentations that educate the entire class. Then, as a group, the class evaluates the information, much as detectives evaluate clues, in order to arrive at potential diagnoses which they must then defend. Throughout the term, we will hold weekly virtual class for disease. The first semester will be spent looking at the chemistry of biological systems, specifically carbohydrates, lipids, proteins, and membranes. The second semester will be devoted to studying disease and treatment mechanisms, including a major project looking at a disease or molecule of interest. Students will explore the process of drug discovery and development, including regulatory aspects and the ethics of clinical trials. A significant portion of the time will be spent in the lab, and this class will require reading primary literature (scientific journal articles).

Medicinal Chemistry (Honors)

Prerequisites: Advanced Chemistry

How exactly does aspirin work to cure your headache, and why do doctors recommend taking an aspirin if you’re having a heart attack? Why is it a bad idea to mix Tylenol and alcohol? What’s with the warning on some medications to avoid grapefruit juice? How does Paxil work to treat depression and anxiety? What makes OxyContin and other opioids so addictive? Is all the hype around THC and their medical uses valid? Is direct to patient marketing of prescription pharmaceuticals ethical? If you’ve ever seen a commercial for a prescription drug or been standing in the pain or allergy relief aisle in the store and wondered how it is that these compounds work to treat disease, this is the class for you. This class is a lab-based introduction to the chemistry of biological systems, with a focus on how mechanisms for disease. During course, we will hold weekly virtual class for disease. The first semester will be spent looking at the chemistry of biological systems, specifically carbohydrates, lipids, proteins, and membranes. The second semester will be devoted to studying disease and treatment mechanisms, including a major project looking at a disease or molecule of interest. Students will explore the process of drug discovery and development, including regulatory aspects and the ethics of clinical trials. A significant portion of the time will be spent in the lab, and this class will require reading primary literature (scientific journal articles).

Public Health & Vulnerable Populations (BlendEd)

The San Francisco Bay Area is rapidly becoming one of the most inequitable places to live in the nation. Taking a casual BART ride can reveal the environmental disparities that exist between places like the affluent suburb of Pleasanton and an industrialized community like West Oakland. The lack of income and environmental equality is obvious, but the disparities run much deeper. A short ride between BART stations can mean an eleven year difference in life expectancy. People getting off the train and living in neighborhoods near BART’s Walnut Creek station live on average 84 years, while people that exit at Pleasanton and an industrialized community live an average 73 years. In other words, living just 16 miles apart can mean the difference between living more than a decade longer. Why does such a health disparity exist? This course will dissect the factors that influence this social gradient of health. During our face-to-face sessions we will go on a toxic tour of a Bay Area neighborhood, meet with environmental and social justice advocates, participate in habitat restoration activities, and create media to educate the general public about social and environmental inequities.

WORLD LANGUAGE

Spanish

Spanish I

Prerequisites: Successful completion of Spanish I with grade of C or better or by permission of the World Language Department.

Spanish II

This is an easy, natural accumulation of vocabulary. Spanish is spoken exclusively in class.

Spanish II continues the work begun in Spanish I with emphasis on improving and refining basic skills of communication. The study of formal grammar is continued and most major grammatical structures are covered. Materials include stories, articles, video clips or film, and activities designed to stimulate conversation, and to facilitate an easy, natural accumulation of vocabulary. Spanish is spoken exclusively in class.
### Spanish III 1 Year Credit

**Prerequisite:** Successful completion of Spanish II with a grade of C or better or by permission of the World Language Department.

This course reviews material learned in basic Spanish classes and develops new grammatical skills. The course stresses both oral and written communication. There is an emphasis on expanding vocabulary, developing reading comprehension, and writing style using exercises derived from different sources, such as literary excerpts, and current events from the Hispanic world. Field trips to Latino communities in the Bay Area, films, music and cultural projects all expose students to Hispanic culture and language. The course encourages students to improve their listening and conversational skills by participating in oral discussion, debates, and skits. Spanish is spoken exclusively in class.

### Spanish III (Honors) 1 Year Credit

**Prerequisite:** Successful completion of Spanish II in an independent high school with an average grade of A- and recommendation of the World Language Department.

Students selected for Spanish III Honors have achieved a high level of mastery of the basic concepts of Spanish covered in our first and second year courses. The assumption is that students in this course are preparing for the Spanish IV Honors and Spanish Language AP courses and/or further study at the university level. In Spanish III Honors, basic concepts are reviewed and reinforced, and a great deal of new grammatical structures are introduced. Students learn considerable new vocabulary, thus enabling the discussion of more complex topics. A high level of competency in speaking, listening, reading and writing is expected. At the same time, Spanish III Honors is more than just grammar and memorization: it is a gateway to the appreciation and understanding of the vast cultural diversity of the Spanish-speaking world.

### French I 1 Year Credit

In French I, the student is introduced to the French language by use of an eclectic and varied approach with an emphasis on the mastery of basic grammatical structures to facilitate communication. There is formal grammar study, and students work towards proficiency in the four skill areas of speaking, listening comprehension, reading and writing. Conversation is stressed and French is spoken almost exclusively in class.

### French II 1 Year Credit

**Prerequisite:** Successful completion of French I with a C average or better or by permission of the World Language Department.

French II continues with emphasis on improving and refining basic skills in communication. The study of formal grammar is continued and most major grammatical structures are covered. Materials include stories and articles designed to stimulate conversation and to facilitate an easy, natural accumulation of vocabulary. French is spoken exclusively in class.

### French III 1 Year Credit

**Prerequisite:** Successful completion of French II with a C average or by permission of the World Language Department.

This course provides a complete review of French grammar and introduces new, advanced grammatical concepts. The course includes reading, writing, listening and speaking practice through the use of short stories, poetry, fables, films and oral presentations. Students explore different cultural and historical aspects of the French speaking world through readings, discussion, and cultural projects. French is spoken exclusively in class.

### French III (Honors) 1 Year Credit

**Prerequisite:** Successful completion of French III (Honors) in an independent high school with an average grade of B+ or higher and recommendation of the World Language Department.

Students selected for French IV Honors have achieved a high level of mastery of the concepts covered in our first, second and third year courses. The assumption is that students in this course are preparing for the Spanish Language AP course and/or further study at the university level. In Spanish IV Honors, advanced grammar and vocabulary are reviewed and reinforced, and structural nuances are also introduced. Students learn considerable new vocabulary through authentic resources such as literature and film, while honing their conversation, listening and formal writing skills in preparation for the AP course. An advanced level of communication, fluidity and accuracy is expected in speaking, listening, reading and writing. At the same time, Spanish IV Honors emphasizes cultural competency, building appreciation and understanding of the vast cultural diversity of the Spanish-speaking world.

### AP Spanish 1 Year Credit

**Prerequisite:** Successful completion of Spanish IV Honors in an independent high school with a grade of B+ or above and by permission of the World Language Department (or Spanish 4CC with a minimum A- average AND strong recommendation of the department.)

The College Board has moved toward the assessment of overall proficiency and communicative ability. This is defined as the ability to use language accurately and appropriately in a number of different contexts and situations, both formal and informal. This course will focus on the execution of a series of communicative tasks in real-life contexts. Students will speak, listen, read, and write in Spanish. Inputs (audio, video, text, interactive media) will be drawn from authentic, contemporary sources: radio reports and podcasts, Spanish-language television and film, interactive Web sites from the Spanish-speaking world, and popular music and contemporary literature from Spain and Latin America. Students will continue to sharpen their grammatical accuracy and grammar will be presented contextually as part of a particular communicative strategy. This will include: narrating in the past, making comparisons, forming descriptions, reacting to situations and making recommendations, discussing hypothetical situations, talking about likes and dislikes, and discussing the future. Note: Students in this class will take the AP exam in mid-May in order to receive AP credit for this course.

### Spanish IV: Communication and Culture 1 Year Credit

**Prerequisite:** Successful completion of Spanish III with a B+ or higher or Spanish III honors with a B or higher and recommendation of the World Language Department.

This course is designed for those students who have completed the three year requirement in Spanish, but who are not taking AP Spanish. The focus of Spanish IV-CC is a thorough integration of language and culture. The primary emphasis is on developing conversational skills while exploring current topics, literature, art, and music of the Spanish-speaking world. Grammar review, vocabulary building, reading, and written expression are also important components of this course. The course is conducted entirely in Spanish and is not designed for native speakers. Note: No Honors or AP credit is available for Spanish IV- CC.

### Spanish IV (Honors) 1 Year Credit

**Prerequisite:** Successful completion of Spanish III (Honors) in an independent high school with an average grade of B+ or higher and recommendation of the World Language Department.

Students selected for French IV Honors have achieved a high level of mastery of the concepts covered in our first, second and third year courses. The goal of this course is to help students develop and refine conversational skills while acquiring a stronger awareness and understanding of French and francophone cultures. Students explore current topics, literature, art, and music of the French-speaking world. Through extensive exposure to cultural variations, students widen their...
students to interact with authentic documents and materials and to use their French to explore the French-speaking world and many topics relevant to modern life. There is also an increased emphasis on French and francophone cultures, presented via audio, video, text and interactive media. The AP French course takes a thematic approach. Our study explores six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Private Identities, Families and Communities, and Beauty and Aesthetics. These themes are interwoven, and instruction is led by essential questions that push our inquiry into each of these themes. Students will take the Advanced Placement Examination in French Language and Culture in May. Note: Students in this class will take the AP exam in mid-May to receive AP credit for this course.

**Mandarin Chinese**

**Mandarin Chinese II**
Prerequisite: Successful completion of Mandarin I with an average grade of C or higher and by permission of the World Language Department.

This course continues the work that began in Mandarin I with an emphasis on improving and refining the basic skills of communication. In this course, students will learn listening, speaking, reading and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Throughout the course, students will learn to express themselves using an ever-increasing vocabulary, verb tenses, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Course materials include songs, poetry, idioms, stories, and Chinese culture, which are designed to stimulate conversation. Mandarin is spoken almost exclusively in class.

**Mandarin Chinese III**
Prerequisite: Successful completion of Mandarin II with an average grade of C or higher and by permission of the World Language Department.

This course continues to expand and refine students’ previous Chinese knowledge by introducing more complex vocabulary and grammatical structures to further develop listening, speaking, reading, writing, and critical thinking skills. To prepare students for advanced Chinese study, emphasis will be placed upon the integration of culture and daily life through multiple Medias so that students can experience the world of communication in a Chinese-speaking society and to read and write with common vocabulary. The class is conducted exclusively in the target language.

**Mandarin Chinese III (Honors)**
Prerequisite: Successful completion of Mandarin II in an independent high school with an average grade of A- and recommendation of the World Language Department. Note: a student who has completed the Mandarin III regular course, and has obtained an average grade of A- or higher, may ask departmental permission to take the Mandarin III Honors course. This requires the recommendation of the Mandarin III teacher.

Students selected for Chinese III Honors have mastered a high level of basic concepts learned in the previous year’s course. The Honors class is an intensive course designed to further improve the students’ oral proficiency and expand on vocabulary and idiomatic expressions. Students will acquire more advanced linguistic skills while reviewing previously studied materials. In addition, students will also read more extensively on a variety of cultural and social topics. By the end of the year, they will be expected to understand and sustain more complex conversations in Mandarin, write short compositions with correct grammatical application and develop an in-depth knowledge of the Chinese culture. The class is conducted exclusively in the target language.

**Mandarin Chinese IV**
Prerequisite: Successful completion of Mandarin III with an average grade of B+ or higher and permission of the World Language Department. Note: a student who has completed the Mandarin III Honors course, and has obtained an average grade of B- or higher, may ask departmental permission to take the Mandarin IV course. This requires the recommendation of the Mandarin III Honors and Mandarin IV teacher.

In this advanced course, students will continue to build on previously learned skills through developing advanced linguistic abilities, expanding vocabulary, and increasing literacy. Students are expected to be creative with the language, apply the language in new situations, and provide descriptions of events and persons both in conversations and short compositions. Besides daily oral grammatical exercises, they will develop critical thinking skills upon reading and discussing the materials written in Mandarin Chinese. Students will give oral and written presentations to the class on a variety of topics. The class is conducted exclusively in Mandarin.

**AP Mandarin Chinese**
Prerequisite: Successful completion of Mandarin III Honors in an independent high school with an average grade of A- or higher and by permission of the World Language Department. Note: a student who has completed the Mandarin IV regular course, and has obtained an average grade of A- or higher, may ask departmental permission to take the Mandarin IV (AP) course. This requires the recommendation of the Mandarin IV and Mandarin IV (AP) teacher.

The main goals of the course, aligned with the five Cs of Standards for Chinese Language Learning, are to deepen students’ immersion into the Chinese language and culture, and help students to master the ability of using the language linguistically, culturally, and in socially appropriate ways. The course engages students in an exploration of both contemporary and historical Chinese culture. This course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes: interpersonal, interpretative, and presentational. This course also introduces students to both modern and classical Chinese literature. The class is conducted exclusively in Mandarin.

**ENGLISH AS A SECOND LANGUAGE**

**ESL Literature (Intermediate ESL)**
Open to students in grade 9 or by recommendation.

Listed as U.S. Literature. This is an intermediate level integrated skills course based on World Literature. It is intended to improve the four main skill areas: reading, writing, listening, and speaking. Students will learn, practice and improve on academic skills needed to be successful in their academic careers. The course will focus on reading comprehension, speed, and vocabulary as well as equip them to analyze the overall meaning of texts. Students will read short stories and one novel which will serve as content for the skill areas we will focus on. There is considerable grammar review and emphasis on learning new vocabulary. This course will also focus on skills needed to write accurately and fluently. Through the writing process approach, students will begin at the paragraph level and work their way up to the essay level. Students will develop and practice oral presentation skills, analytical writing skills, critical reading strategies, and active listening skills. This course prepares students to meet the social and cultural classroom expectations and succeed in seminar courses at The Athenian School and beyond. Texts: *Writing Academic English*
Open to students in grade 9 or by recommendation. This is a year-long American history course that covers a history of the U.S. from a thematic point of view and at a pace and depth suitable to the English skills of the students. Students will study the history of the U.S., write paragraphs and short papers, give individual and group presentations, take exams, and, in the spring semester, learn research skills leading to writing a major research paper. This course helps prepare students to succeed in both sheltered U.S. History as well as mainstream history seminar classes. Skills taught include reading, research, writing for history, critical thinking, grammar, and vocabulary development.

American Studies: History (Sheltered) 1 Year Credit
Open to students in grade 10 or by recommendation. Listed as ESL World History. This is a year-long American history course for international students that covers a chronological history of the U.S. at a pace and depth suitable to the English skills of the students. As we study the history of the United States, students give individual and group presentations, take exams, participate in a formal debate and write a major research paper. This course helps prepare international students to succeed in mainstream history seminar classes. Skills taught: reading, research, writing for history, critical thinking, grammar, and vocabulary. Text: United States History and Geography: Modern Times.

HUMANITIES- 9th and 10th Grade Core Classes

World Literature 1 Year Literature Credit
This yearlong literature course is required of all ninth grade students in conjunction with World Cultures. Through close reading of novels, plays and short stories from around the world, this course addresses the following key questions: What is the power of words and stories? How are humans interconnected? How do I live a meaningful life according to my values? The curriculum emphasizes annotation and close textual analysis to train students to read actively and to think critically. Students have ample opportunity to hone their writing skills, with a focus on the structure and argumentation of an analytical essay. Students also have a chance to work on their creative writing skills and on expressing their own distinctive voices through personal narrative. Additionally, students are encouraged to expand their vocabulary through text-based vocabulary units. The course fulfills the California State high school requirement for one year of credit in English.

World Cultures 1 Year History Credit
This course is required of all ninth grade students. World Cultures helps students navigate the world they are inheriting. Understanding how to relate with people from other cultures is a necessary aspect of daily life. The goal of the course is to guide students to understand the role of active and effective citizens through significant historical events. Our focus is to inspire and excite students by providing them with a knowledge base of world history from the end of the 15th century through the early 20th century, as well as analytical frameworks and skill development around global questions. Students will study major turning points in world history such as the Columbian Exchange and the rise of colonization, the Industrial Revolution of Europe and its global impact, critical changes in China and Japan in the 19th century, the impact of imperialism, and the World Wars. The course concludes with a substantial independent research paper assignment where students further develop their skills in historical research and writing. Although this course is inspired by traditional “world history” classes, it goes beyond that model through its emphasis on cultural competence, a skill set which gives students a foundation in how to participate effectively as global, engaged citizens. This course is designed to help students think critically, intuitively, and insightfully while also developing the analytical reading and writing skills required for upper-level seminars. The course fulfills the California State high school requirement for one year of credit in History.

2019-2020 LITERATURE SEMINARS

Honors Option: The Humanities Department recommends students for the honors option in literature seminars. To qualify for honors in a literature course, a student must have received a minimum of a B+ in their most recent honors literature course, or an A- in their most recent regular (non-honors) literature course. Students will then be recommended for the honors option based on input from their prior literature teachers, and their work in the first few weeks of the semester in the class they are wishing to take for honors.

U.S. Literature (Sheltered) 1 Year Credit
Open to students in grade 10 or by recommendation. Listed as ESL Literature and Study Skills. This is an advanced level integrated skills course based on U.S. Literature. The course is intended to improve the four main skill areas: reading, writing, listening, and speaking. Students will learn, practice and improve on academic skills needed to be successful in their academic careers. The course will focus on student’s reading comprehension, speed, and vocabulary, as well as equip them to analyze the overall meaning of texts. In addition to reading, there is considerable grammar review and instruction, and emphasis on learning new vocabulary. This course will also focus on skills needed to write accurately and fluently. Students will develop and practice analytical writing skills, critical reading strategies, active listening skills, and oral presentation skills. This course prepares students to meet the social and cultural classroom expectations and succeed in seminar courses at The Athenian School and beyond. Texts to be determined, but might include The Great Gatsby, O Pioneers!, A Raisin in the Sun, A Separate Peace, or The Crucible.

United States Studies: History 1 Year History Credit
U.S. History is a course that, in conjunction with U.S. Literature, allows students to explore the complexity and richness of the “American Experience.” This course examines the historical, political, and economic forces that shaped the United States as it evolved into its present day state. Throughout the year, students examine how our nation struggled with the desire for representation and “inalienable rights,” dealt with the paradox of freedom and equality, addressed the benefits and costs of industrialization, and negotiated the moved from isolation to intervention on the world stage. Focusing on how the past has shaped the present, this course encourages students to think critically about current events, and to articulate their views orally (often through in-class debates), and in their writing. Students leave U.S. History with the research and writing skills needed to be successful in upper level history classes. The course fulfills the California State high school requirement for one year of credit in History.

United States Studies: Literature 1 Year Literature Credit
U.S. Literature is a course required for all tenth grade students that, in conjunction with U.S. History, allows students to explore the complexity and richness of American experiences. Through a wide range of literature (poetry, novels, stories and essays written from a variety of perspectives and across eras), students consider significant themes in American literature, including: American identity, American dreams and American nightmares, and the search for self and belonging in our society. The emphasis on literary analysis is paired with intensive writing instruction. Students work on several different types of writing, including reflective, narrative, creative, and persuasive pieces. The course fulfills the California State high school requirement for one year of credit in English.
Bay Area Literature (Honors)  1 Semester Credit
Open to students in grades 11 and 12.
The San Francisco Bay Area has played a crucial role in the development of a national literary voice, with contributions ranging from the incisive comedy of Mark Twain to the Beat poets, and the noir stylings of Dashiel Hammett to the avant-garde poetics of the Language poets. In this course, students will explore the rich literary history of Northern California, paying particular attention to the social, historical, and political forces that have shaped the voice of this part of the country. Students will read fiction, essays, and poetry in order to gain insight into the variety of forms and styles Bay Area authors have made their own. This course will also use the literary resources available, including local authors, readings, bookstores, publishing houses, and universities.

Children’s Literature: Fairy Tales & Picture Books (Honors)  1 Semester Credit
Open to students in grades 11 and 12.
If childhood is conventionally conceived as an age of innocence, purity, and fantastical freedom, why do so many children’s stories necessitate a traversing of dark and mysterious spaces, confrontations with horrific monsters, and complex moral dilemmas? What societal forces (e.g., cultural, socioeconomic, familial, legal, etc.) shape our construction of childhood and to what ends? How has the conception of childhood changed over time? What is the relationship between words and illustrations in these texts? In addition to reading original works, we will examine how contemporary directors have adapted tales into cinematic form (e.g. Where the Wild Things Are, Alice in Wonderland, etc.). Students will conclude the semester by writing and illustrating our own children’s stories.Nota bene: While the subject matter of this course may seem juvenile, the level of analysis will be rigorous and sophisticated.

Comic Book Literature (BlendEd)  1 Semester Credit
Pow, Bam, Zap: The Study of Modern Mythology and Social Constructs through Comic Book Lit. Comic books have been a medium that have been around for over one hundred years—they’ve functioned as vehicles for overlapping stories that are visual and found in the literary narrative as well. Classical literature works like Moby Dick and the collected works of William Shakespeare have found themselves in a new form, and, in turn, marketed in this format. The medium has been a way for political indoctrination as well as critique of the status quo. The comic book writers of the 1940-60’s created beings of a modern mythos, or cosmology akin to the tales of Mount Olympus, and within the stories they told there was woven a sophisticated message. It was comics that provided the first iconic Black character of adoration in American literature outside of John Henry, not Hollywood. It was comics that first graphically championed same-sex relationships and challenged interracial ones as well. Comics provided vehicles to tell the stories of the Holocaust (Maus) and of the Iranian Revolution (Persepolis), and did so in ways that would convey stories in a multi-layered fashion. This course will examine comics as literature and look at the social issues that comics have tried to address in American History from the 1940’s to the modern day. Students will respond with analytical essay writing, short stories, and eventually will script their own short graphic novel. Students may visit Image Comics, which is based in Berkeley, and which grew from a rival start-up of former Marvel and DC Comics artists and writers in the 1990’s, to giving us characters and stories that have moved onto Hollywood like Spawn, The Crew, and The Walking Dead. The final project will be for students to take their short graphic novel, illustrate it via Photoshop and submit for publishing in a collection for Image Comics.

Environmental Literature (Honors)  1 Semester Credit
Open to students in grades 11 and 12.
The process of observing the natural world and by extension, observing oneself, has significantly shaped American identity. This course will focus on conservationist and naturalist authors, including Romantics, Transcendentalists, and writers exploring the effects of urbanity and industrialization. Through the study of non-fiction, fiction, and poetry, students will learn how literature represents the natural world and how our environment shapes our complex identities. The course will also investigate issues of environmental sustainability, particularly those relevant to California residents. In addition to writing analytical essays and completing a final project, students will keep an observation journal and reflect on their relationship with the natural world through weekly outdoor journaling sessions on the Athenian campus. Students must also commit to one evening of stargazing on campus, occasional, as well as one-a-day field trip (with the possibility of an overnight) to Muir Woods or Point Reyes National Park. Possible authors and texts studied may include Henry David Thoreau, John Muir, Emily Dickinson, Sarah Orne Jewett, John Steinbeck, Annie Dillard, Edward Abbey, Terry Tempest Williams, Gary Snyder, Richard Louv, Bill McKibben, The Way We Lived: California Indian Stories, Songs, & Reminiscences, The Wilderness Reader, and Ecosickness in Contemporary U.S. Fiction: Environment and Affect.

Foundations of “Western” Literature (Honors)  1 Semester Credit
Open to students in grades 11 and 12.
This course begins by examining an assemblage of the earliest written works in the “Western canon”—works that are in some cases the first (or only known extant text) of their kind, and particularly works concerned with what humans (or birds that represent humans) should do with their lives. The course begins with an epic quest for immortality, journeying through new literary forms until it leaps near to our present historical moment, concluding with Samuel Beckett’s 1952 play, Waiting for Godot—a literary achievement of profound bemusement. Students will read and discuss challenging texts of the “canon,” and will write at times in the various modes we encounter while producing a significant portfolio of analytical writing about these foundational texts. Essential questions of the course include: What makes a text a “classic”? What is friendship, and what are friends for? What is a good life? Why should we study other cultures? Why should we study ancient cultures? How does a text’s form shape its “meaning”? What inspires authors to create new literary forms, or to innovate on existing ones? What is the greatest outcome a text can achieve?

Good and Evil in Literature (Honors)  1 Semester Credit
Open to students in grades 11 and 12.
This course will discuss the existence and nature of good and evil as expressed in various literary forms. In addition to exposing students to literary analysis, this course is designed to introduce students to the study of ethics. The texts have been selected to engender conversations on various topics. These include: the existence of an objective good; the goodness or evil of human nature; the existence of the soul; the nature of virtue and vice; the relation between good and evil and knowledge and ignorance, the relation of the individual good to the collective good; and the relation of love and hate to good and evil, beauty and ugliness. Ultimately, the course will consider happiness and its relation to being. Possible texts include: Genesis 1-3, selections from Beyond Good and Evil, The Brothers Karamazov, and Sophie’s Choice, and East of Eden.
Introduction to Modern Western Philosophy (Honors) 1 Semester Credit
Open to students in grades 11 and 12.
Knowledge vs. belief, science vs. religion, reason vs. emotion: these are contraries taken for granted, especially in the modern Western world. This course will investigate the origins of this thinking by looking briefly at the tradition against which modern Western thinking reacted and at some of the major sources of this reaction. Students will study Descartes, Hume and Kant, whose ideas are at the heart of what is now called modern scientific thinking. The course will be especially interested in what these philosophers say about human knowledge, human nature and human purpose, and more importantly how this thinking both directly and indirectly influences contemporary views of education and morality. Course work consists mostly of discussion, lecture when necessary, short essay quizzes, two major essays and a final exam.

Latin(x) Literature (Honors) 1 Semester Credit
Open to students in grades 11 and 12.
Researchers project that by the year 2050, Latinos will make up approximately 30% of the U.S. population. Currently, Latinos comprise more than 39% of California’s population (about 15 million people), and are fast on the way to becoming the majority population in our state. This seminar will explore the complexity and richness of the Latino experience in the U.S. through examination of contemporary works by Latino/a authors of Caribbean, Latin American, and Mexican origin. Latina/o writing arises from a wide variety of historical contexts shaped by colonial power. Students will read both with and against dominant historical narratives, considering the complexities of generalizing about a cultural group that traces its roots back to such a wide range of places (i.e. Mexico, Puerto Rico, Cuba, the Dominican Republic, South America, Central America, and Spain).
This course will investigate the relationship of global capitalism and immigration to Latino/a identity formation, family networks, and the interconnection of language, ethnicity and culture. Students examine a range of literary texts including fiction, non-fiction, critical essay, poetry, art and media and work on several different types of writing, including reflective and analytical essay writing. The course strives to strengthen critical thinking, analysis, and conversation.

The Literature of War (Honors) 1 Semester Credit
Open to students in grades 11 and 12.
Through contemporary literature and discussions with guest speakers, this course explores the impact of war on society by examining multiple perspectives on historical events leading to war and reconciliation, ultimately focusing on broader questions of how the memory of wars are re-shaped and the morality of war itself. Texts may include: The Sympathizer by Viet Thanh Nguyen, A Thousand Splendid Suns or The Kite Runner by Khaled Hosseini, In the Time of the Butterflies by Julia Alvarez and Half of a Yellow Sun by Chimamanda Ngozi Adichie.

Myths of the American West (Honors) 1 Semester Credit
Open to students in grades 11 and 12.
Cowboys and Indians. Vigilante justice. Railroad heists and six-shooters at noon. We all know that the American West is much more myth than reality – and that the myth of the West is central to our conception of ourselves as Americans. This course will be structured in three parts to interrogate that myth through literature, film, and visual art: “The Myth of the West,” examining its origin; “The Myth of the Myth,” considering the responses of Westerners growing up in and questioning the myth; and “New Myths of the West.” Throughout, we will consider why America needs these myths, and what must be forgotten in order to uphold them.

Performing Masculinity (Honors) 1 Semester Credit
Open to students in grades 11 and 12.
One hears and reads such phrases as “masculine masculinity” and “bro culture” with greater frequency today than ever before. The Oxford Dictionary’s “word of the year” for 2018 was “toxic,” due to collocation in publications and search engine results with the words “chemical,” first, and “masculinity,” second. In other words, in the broader culture, people are very concerned about dangerous chemicals, and also quite interested in the possible ‘poisonousness’ of traditional masculine traits and how they shape contemporary life. In 2018, YouTube celebrity Dr. Jordan Peterson told The New York Times, “The masculine spirit is under assault.” This course seeks to inquire into these ideas of our cultural moment and more as we examine masculinity through a gender theory lens, then explore a variety of literary and filmic representations of masculine performance and development. Students will read, discuss, and write both personally and analytically about philosophical and critical texts, selections from Homer’s Iliad (one of the most celebrated texts of the Western canon), Cormac McCarthy’s “border Western” All the Pretty Horses, and Paul Beatty’s fairly contemporary effort at the “great American novel,” The White Boy Shuffle, in addition to selections from various films. Essential questions of the course include: What is masculinity? Where does masculinity come from? What makes a person a hero? What does masculine friendship entail? What does masculine love entail? How is masculinity connected to violence? And the class will of course engage with many other questions, as well.

Poetry (Honors) 1 Semester Credit
Open to students in grades 11 and 12.
This course traces the development of the modern and contemporary poetic voice to help students acquire a deeper appreciation of poetry and its power to express both personal and cultural concerns. Students will learn about the social, political, and literary forces that led to specific movements in poetry, including poetry from the last two decades. The investigation will be primarily focused on American poets and will additionally analyze relevant poetry from all over the globe. The exploration will include a study of the thematic and formal concerns of these poets and their interests in the limits of language, the failure of common poetic tropes and the “closed” poem, and the difficulty of self-expression in an increasingly fragmenting modern world. Representative poets include Stéphane Mallarmé, Paul Celan, H.D., Gertrude Stein, William Carlos Williams, Pablo Neruda, Claude McKay, T.S. Eliot, Sylvia Plath, Elizabeth Bishop, Allen Ginsberg, Frank O’Hara, Anne Carson, Rita Dove, Yusef Komunyakaa, Rusty Morrison, and Truong Tran. Through the review of poetic techniques, this course aims to foster a love and excitement of poetry’s complexity. To achieve this, the arc of the course will shape several fun opportunities: 1) a class visit from an award winning poet, 2) a field trip to City Lights Bookstore for a poetry reading, 3) a chance for students to write several of their own original poems, 4) a field trip to a local East Bay press and, finally, 5) a chance to receive feedback on one original student poem within a safe and encouraging class workshop.

The Politics of Spectacle: American Dreams & Illusions (Honors) 1 Semester Credit
Open to students in grades 11 and 12.
We live in a society where objective truth has become endangered, and its deterioration is threatening our democracy. This course will examine how the American desire to create one’s own reality has emerged from a national identity steeped in individualism. We will analyze societal trends beginning in the 1960s, including the rise of cults; in literature, media, academia and politics to better understand how this cultural phenomenon has shaped our post-truth era. Texts include: 1984 by George Orwell, or Brave New World by Aldous Huxley, Fantasyland: How America Went Haywire by Kurt Andersen, and Nervous States: Democracy and the Decline of Reason by William Davies.

Race in the United States (Honors) 1 Semester Credit
Open to students in grades 11 and 12.
Race in the United States is an experiential course that uses the lens of social justice education to gain a sophisticated understanding of the historical, social, and political context of race in America. Students will explore their own identity, learn how people in the United States are socialized into a system of privilege and oppression, explore the historical context of racial inequality, and identify spheres of influence where they can work towards creating a more equitable world. This course will challenge students to process information intellectually as well as emotionally, while strengthening cultural competence, collaboration, research, analytical writing, public speaking and 21st century skills.

Radical Love, Gender Outlaws and Gay Pride (Honors) 1 Semester Credit
Open to students in grades 11 and 12.
GLBTQQI stands for Gay, Lesbian, Bisexual, Transgender, Questioning, Queer, and Intersex. For most people, the culture and history of the GLBTQQI community is completely hidden, even though the queer experience has been recorded since antiquity in the writings of Plato and Sappho, among many others. This course is a study of the culture and history of these individuals and their communities. GLBTQQI lives have revolutionized the way we understand sex, love, friendship, courage, gender, human rights, beauty, and even the basic questions of who we are.
and how we feel. To better comprehend this community and its significant contributions, we will read and discuss the relevant history, culture, psychology, and sociology that surround it. We will explore the art, music, film, and literature created by GLBTQQI artists. Course work will also include a research paper, artistic creations, several reflection papers, and frequent journaling. Several class visits from local activists and members of the queer community will also enrich our study. This course is not just for students who identify as GLBTQQI, but also members of the community who identify as Heterosexual and Cisgender. Gay liberation is one of the central civil rights issues in our country today, and everyone can benefit from learning how that struggle impacts us all, regardless of our orientation. Having a deeper understanding of how sexuality and gender influence our world is an empowering way to see into the heart and mind of our global culture.

2019-2020 HISTORY/SOCIAL SCIENCE SEMINARS

Honors Option: To qualify for honors in a history course, a student must have received a minimum of a B+ in their most recent history course. Students will then be recommended for the honors option based on input from their prior Humanities teachers, and their work in the first few weeks of the semester in the class they are wishing to take for honors.

#Entrepreneurship & Design Thinking (BlendEd) 1 Semester Social Science Credit

Living in the Bay Area, we are in close proximity to the most important and innovative companies in the world. This course leverages the unique accessibility to cutting edge fields and empower students to create a unique product, service or program that is original, viable and socially beneficial. Employing the design thinking process, students are equipped with marketing skills and techniques that allow them to engage a fast emerging industry and strategize on ways to create their own business entities. Students learn different methods of utilizing social media outlets such as YouTube, Facebook, and Twitter in order to promote their products, programs, or services. Students first meeting is in a BlendEd school classroom and then subsequent meetings will involve field trips to some of the major local social media companies for a hands-on experience of seeing entrepreneurship in action.

African History (Honors) 1 Semester Credit

Open to students in grades 11 and 12.

African is a vibrant, beautiful continent with an amazing history full of civilizations, cultural creativity, profound wisdom, staggering ecological beauty, and people’s movements for liberation. It is also a continent that has been wracked by wars, colonialism, and slavery. This history has given Africa experiences that are fundamentally different from the countries in the Global North. Studying Africa is studying a different consciousness. This course explores a different consciousness of Africa and create an understanding of this powerful, brilliant and troubled continent. A major question throughout the course will be the reverse of the usual way of thinking about Africa. We will ask: what can we learn from Africa?

Beats, Rhymes & Life: Exploration of Hip Hop, History & Global Impact (BlendEd) 1 Semester Credit

This course examines the movement of Hip-Hop as counterculture, its place in history and global impact. Students will examine the idea of Hip-Hop as a shadowed art form for muted voices. The contemporary foundations of Hip-Hop, the influence of the African Diaspora, the role of the Slave Trade, of cultural syncretism, the development of Jazz, Spoken Word as an art, and the influence of the Harlem Renaissance will be studied. Various artists are explored along with their immediate and long-term impacts on the musical genre. Students study the uncanny connections between Hip-Hop and WEB Dubois, Booker T. Washington, Marcus Garvey, Malcolm X, the Nation of Islam, Clarence 13x and the Black Panther Party. Students also examine the voice of women and gay artists and their role in the culture of Hip-Hop, which often is misconstrued as a male dominated, misogynistic and/or homophobic art form. Students end the course looking at the Globalization of Hip-Hop and the role of Hip Hop on the international scene as a form of political and youth advocacy in areas where people are voiceless.

Science Fiction (Honors) 1 Semester Credit

Open to students in grades 11 and 12.

Works of science fiction function both as mirrors and windows, capable of reflecting life back to readers with stark clarity, while also provide a powerful means of imagining alternatives to the world as it is, and has been. Science fiction has been an understudied genre in academia, long dismissed as simplistic, inartful, or formulaic. Through an examination of short stories and novels in the genre, students will consider what works of science fiction reveal about human encounters with science and technology. Essential questions of the course include: What are the effects of advanced technology on human life (with specific attention to artificial intelligence and the end of work)? In what alternate ways can identities and societies be imagined -- and to what ends? What does it mean to be mortal -- and what would it mean to defer, or to overcome, one’s mortality? And what does it mean to live with others, and with otherness?

Constitutional Law (Honors) 1 Semester Social Science Credit

Open to students in grades 11 and 12.

This course introduces students to the nature of our government, and the context in which our laws are made, executed, and interpreted. Supreme Court cases on federalism, checks and balances, and separation of powers help students to understand the nature of government and governance. Connecting the organization of the U.S. government to the documents that “govern” Athenian’s education, allows students to analyze how Athenian brings its stated values to life. Using the Bill of Rights to bring notions of law to life, students carefully analyze a wide range of U.S. Supreme Court cases. The course employs a Socratic method, reflective and research-based writing, and participation by all students. Students become familiar with how to read and analyze legal cases, grapple with the Constitutional issues of our time, and express themselves in writing and in voice. Current events are used to bring all these topics to life and use the co-teacher arrangement to model robust and healthy debate on topics.

History of Religion (Honors) 1 Semester Credit

Open to students in grades 11 and 12.

Religion has played a significant role in human history. This course will begin its examination of the history of religion from shamanistic and pantheistic traditions in the Ancient World, the monotheistic traditions of the religion of Akhenaten, Zoroastrianism, and the religious revolutions, movements and empires that follow the Abrahamic faiths (Judaism, Christianity, and Islam), including the nuances and schisms within those movements. Then the course will look at Vedic traditions that give rise to Hinduism, and religious movements in South Asia that create Jainism, Buddhism, and later Sikhism, and the nuances and schisms there. Finally, the course will look at movements of religious syncretism and modern religious movements that have re-imagined these historical traditions. This course will focus on the history and impact of these movements and how they changed the course of human history time and time again and will briefly cover the belief systems and structures of these faiths. A key outcome of this course is for students to understand the key similarities and differences of these movements on the world we live in.

The Holocaust (Honors) 1 Semester Credit

Open to students in grades 11 and 12.

The Holocaust was a watershed event, not only in the 20th century, but also in the entire history of humanity. Beginning with the Armenian genocide, this course explores the historical pattern of state sponsored murder. Using primary sources, memoirs, historical texts and poetry, students analyze the Holocaust in depth—in particular, the background, development and systematic extermination of European Jews by the Nazis. Although this course focuses on the Holocaust, it uses this history as a jumping off point to examine other genocides (most notable the genocide in Darfur, and the continued violence in Sudan), and the impact individuals can have on history. While history can be shaped by hatred, indifference, and denial, history is not inevitable; acts of courage, compassion, and responsibility have the power to alter history and prevent genocide. To illustrate the power of kindness and direct action, students in this seminar have the option to collectively plan a class Benefit Show, which provides a hands-on, experiential opportunity to create a positive impact in the world. Skills taught: analysis of literary and historical sources, the roles and responsibilities of individuals in a society, and how to engage in a service learning project.
Humanities  
1 Semester History Credit/Fall Only

This is an inter-disciplinary elective open to seniors only, and requires a year commitment. Credit options are for Social Science or Science in the fall term and either Social Science or Art in the spring term. Students who take this course should have excellent reading skills and be able to write essays without difficulty. The course requires writing assignments, various art projects, and an end-of-course Masterpiece Project/Presentation. It is vital to the success of the course that each student be eager (not shy) about taking part in vigorous discussion, able to tolerate critique, and comment in response to his/her ideas. The purpose of the first part of this course is to investigate the question: What is it to be human? Our investigation will begin with a study of the mythological understanding of human origins from several traditions. We will compare that to a “scientific” observation of several kinds of beings and their acts and continue with a philosophical analysis of what is observed. We will look at behaviors/activities such as rituals and holidays as well as things as apparently fundamental as rocks and trees. Having established some answer to the question, the second part of the course will then look at whether there is a “purpose” in nature and what that might be. We will investigate whether there is or can be a common end, goal or value toward which humans are aimed. Is there a common human good and how might this be related to social/political activity?

International Relations (Social Science) (Honors)  
1 Semester Credit
Open to students in grades 11 and 12.

This course will cover over-arching themes of global significance such as globalization, the role of the United Nations, international human rights, gender equality, and perceived failures of the U.N., as well as cultural relativism, the global market and economic discrimination. Current international events will be a strong component of this course and will be informed by student research selections. Beyond studying the facts behind current issues and how they are affected by these larger themes, students will also investigate and evaluate various solutions to world problems. This will involve the sharpening the ability to think critically, problem solve, view issues from multiple perspectives, and articulate views. Students develop a variety of skills including public speaking, debate and scenario building while learning a system of parliamentary procedure. A major component of this seminar will be participation in the Contra Costa Model United Nations. Please note that participating in the Model UN is mandatory. Students must be present at the Model UN all days in order to receive full course credit. In preparation for the Model UN, students will conduct research on different departments of the United Nations and on an assigned country, write position papers, and participate in class debates and simulations.

Introduction to Psychology (BlendEd)  
1 Semester Credit

This class will survey the evolution of psychology from psychodynamic theory to contemporary socio-cultural psychology. We will examine how the study of human development has progressed through time. Students will gain knowledge in human behaviors through introduction to basic concepts and theories in psychology. Students will also reflect on how human development might be culturally defined: from Freud’s psychoanalysis theory to today’s rising interest in multicultural psychology, how important is family, education or environment to our development and mental health? Together, we will conduct basic experiments to illustrate our theories, conduct simple fieldwork and engage in conversations with professionals who will share their experiences with us. Students will also keep a journal in which they will reflect on observations of their environment and how it affects them. This class will be project-based, with a final paper reflecting on experiences and observations.

Justice For All (Honors)  
1 Semester Social Science Credit
Open to students in grades 11 and 12.

“I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.” These words from the Pledge of Allegiance capture a sentiment inherent to the roots of the United States: all Americans are entitled to justice. Yet has this country lived up to this ambitious promise? This seminar will examine the history of the U.S. through the lens of its criminal justice system. Commencing with an analysis of the Constitution and the legal underpinnings of our judicial system, studying how the founders’ original intentions have (or have not) evolved with the ro
d

Macroeconomics (Honors)  
1 Semester Credit/Spring Only
Open to students in grades 11 and 12.

Macroeconomics focuses on phenomena that take place at the national or international scale. This course will focus on the challenge of nations to grow output (GDP), keep prices stable, and maximize employment for their citizens. Particular attention will be paid to the role of fiscal and monetary policy in meeting national economic goals. The course will challenge students to employ their knowledge to make difficult economic decisions about taxes, trade, and the federal budget.

Microeconomics  
1 Semester Credit/Fall Only

This course will introduce students to a view of the world through the lens of economics. Drawing from insights of various economists, the course will focus on the power of incentives to motivate both consumers and producers. Over the semester, we will explore the concepts of supply and demand, the factors of production, the importance of efficiency, and the challenge of market failures like pollution and inequality. Along the way, we will discover how economics can be used to understand human nature more deeply.

Modern Chinese History (Honors)  
1 Semester Credit
Open to students in grades 11 and 12.

This is an interdisciplinary course that looks to the past to make sense of the present. Beginning with ancient China, to ensure a foundation in the culture, traditions, and philosophies that shaped China for millennia, with a particular emphasis on one of the most famous books ever written: Sun Tzu’s “The Art of War.” We will then fast track to the complicated transition to modernity, the Communist Revolution under Mao Zedong’s leadership, the emergence of China as a world power, and finally, the challenges and opportunities China faces in the 21st century. One of the primary goals of this course is to draw connections and comparisons across time periods so that students can better understand the evolution of Chinese history and identity, and how modern events link to the past. Students will also strengthen their ability to read texts critically, write analytical papers and take a leadership role in class discussions.

Roots of Rhythm (Honors)  
1 Semester Credit
Open to students in grades 11 and 12.

An interdisciplinary study told through history and music, which begins in West Africa and traces the routes of the African Diaspora across the Caribbean and into the Americas. This course will examine the impact of the African Diaspora on Caribbean culture and world music, exploring topics such as cultural syncretism, slavery, black consciousness, musical evolution, drumming, and more. We will focus on the history of the movement of peoples from Africa and Europe across the Atlantic to the Americas, and the cultural expressions that emerge from their colonial and post-colonial experiences. From Brazil to the Caribbean islands, we will trace the history of culture and music retained through the Maafa (Swahili for “Great Disaster”), as well as analyzing the amalgamation of culture of Europeans and indigenous Americans that occurred thereafter and how this has shaped the music of today. The historical components of this course will examine aspects of the colonial experience including slavery, resistance, and the lasting legacy of both phenomena, contextualizing the music that students will listen to and play. This history will stretch from the 15th century up to the present day. The musical components will explore a wide diversity of styles and drumming traditions that emerged from the mixing of cultures, beliefs, traditions, and rituals in these communities, such as Samba, Salsa, Meringue, Reggae, and Calypso. All students will be part of a drum choir, as well as being able to incorporate other instruments and voice as desired. Guest artists will visit and work with the class, and the class will take at least one field trip to experience a live performance.
Shakespeare (Honors) 1 Semester Credit
Open to students in grades 11 and 12.
Scholars of Shakespeare generally divide his dramatic work into four subsets: history, romance, comedy, and tragedy. This class examines at least two of those four categories of plays. The class is based on the premise that Shakespeare wrote his plays as theater, to be seen and heard, before he imagined them being read as works of literature. In support of this premise, the class travels to either local productions or to the Shakespeare Festival in Ashland, Oregon. We also analyze clips from different film versions of the plays in our consideration of how different productions portray character and theme. For each of the two plays we read, students are responsible for a nightly reading journal, in which they consider specific details of language. They are also responsible for the recitation of a fourteen-line passage from one of the two plays. These recitations lead to the crafting of an essay that demonstrates the significance of that passage to the development of character, plot, and themes in the play. There are also a few reading quizzes for each play, where students demonstrate their familiarity with significant details and scenes. Students are expected to regularly contribute to the analytical discussion of the plays in class, as well as partake in some opportunities to direct or perform short scenes with their peers. Finally, students are responsible for a final creative project in lieu of a final exam.

Women’s Literature (Honors) 1 Semester Credit
Open to students in grades 11 and 12.
Women’s Literature focuses on gender as a social construction to understand how women have defined themselves and been defined in the United States. Although this seminar emphasizes the plurality of experiences, students critically analyze the recurrent themes and issues in literature by women. Texts include: Dorothy Allison’s *Bastard out of Carolina*, Toni Morrison’s *Beloved*, and other selections which vary yearly.

FINE ARTS

UC-APPROVED YEARLONG COURSES

These are all entry-level courses.

2D Art I & II 1 Year Credit
Dive into color, line and form through an exploration of two dimensional art techniques using a wide variety of media. In this course students learn to see, interpret what they see and build on technical skills through creative exploration that challenge and expand their ideas. This course will help students improve and develop their skills at any level. It will introduce the fundamental principles of design and ways of seeing, allowing students to interpret and analyze what they see while developing specific sets of skills related to each medium. Students work from objects, still life set-ups, landscapes, live animals, organic and natural forms, structures, secondhand imagery (such as photographs and work by recognized artists), the human figure, and their imaginations. Skills will be developed in small and large scale in painting (acrylic, watercolor, glazing), drawing (graphite & pencils, pen & ink, washes, charcoal, pastel), printmaking (dry point, etching, collograph, screen, mono, block, viscosity printing, Chine-collé, cyanotype), collage, photomontage, and mixed media techniques. There is a strong focus on the link between historical and contemporary art issues, and image and video presentations will provide both example and context for individual projects. A field trip to the SF MoMA and local art galleries will give students a better understanding of the contexts and innovative and provocative uses of materials and subject matter in contemporary and modern art. The course will conclude with an individual project that reflects personal interest and student work will be exhibited in the Spring Festival of the Arts. Sketchbook assignments, ongoing individual feedback and class critiques will help students learn to recognize the elements of a successful artwork, improve their skills and become comfortable discussing their creative process.

Digital Art 1 Year Credit
The Digital Art class explores the social, political and aesthetic production of digital art. Students learn the digital tools that will give them agency to turn narratives into digital works of art. We will explore how to utilize digital software to create individual work. Students learn to edit and transform photographs into unique images, create digital paintings and graphic design posters. We will work in 2D and 3D software. The class will have five projects per semester with multiple objectives that explore several skills sets and visual communication through digital art. The final project is self-directed.

3D Art I & II 1 Year Credit
3D Art I class explores projects that utilize conceptual ideas to generate a process for creating three-dimensional art. Students learn how to analyze and create two-dimensional artwork and use that work to design three-dimensional sculptures and installations. We examine art movements and artists’ work especially concepts regarding movement and juxtaposition, montage, abstraction and geometric assemblages. Students create individual and collaborative projects that are based on personal narratives and transferring those narratives into sculptures. The final project will be self-directed using multiple materials and experiment with multiple techniques of making three dimensional forms at multiple scales.

Filmmaking I & II 1 Year Credit
Are you interested in making videos and films for YouTube, Movies and/or TV? This class will teach you all of the major skills you need to know to make the next YouTube, Movie or TV hit. First, we will explore what makes a compelling story that an audience will want to watch and then how to make that into a script. Next, you will plan your video/film and figure out how to make your idea into reality. Then, you will work with the class to shoot your video/film, using our digital cameras and video equipment. Finally, you will edit your footage with our professional editing software and bring it together with music and effects to make it look like you’re the next Steven Spielberg or Bo Burnham or Ryan Coogler or Ava DuVernay. The best of the videos/films will be featured in our Bay Area High School Film Festival and our Athenian Video and Film YouTube Channel.

Introduction to Architecture Design 1 Year Credit
Introduction to architecture design will teach students methods for developing architectural concepts and design techniques. The class will emphasize a computational design process and rule based generative design methodology. Students will participate in multiple projects that explore the design process from initial observations and analysis to developing a design concept that will lead to design fabrication. We will develop ideas for designing buildings by utilizing digital and physical modeling and digital prototyping. Students will be introduced to interdisciplinary contemporary architecture discourse. We will discuss and analyze the work of renowned architects as a precedent for our projects.

Social Psychology (BlendEd) (Honors) 1 Semester Social Science Credit
Open to students in grades 11 and 12.
From the rise of fascism to modern fashion trends, why do humans conform? How do prejudices arise? How do people persuade others? Where do behaviors come from? Social Psychology is a course that will explore these questions, and the nature of human relations as a whole, through four key areas of study—social thinking, social influence, social relations, and applications of social psychology in the real world. Social thinking is how an individual’s thoughts and perceptions are affected by those around them. Within different social situations, people interpret the behavior of others by assessing both perceived intention and emotion in order to appropriately respond. Social influence is the behaviors that are acted upon in response to social thinking. Social influence reveals itself in various ways, and can be seen through conformity, peer pressure, and leadership. Social relations can be described as the development of relationships between two or more people. These relationships occur over time after multiple social interactions, which can evolve into shared behaviors or power dynamics within a group. In this course, students will apply social psychology in the real world in a variety of settings, engage in discussion, conduct research, and write reports/papers.

Writer’s Workshop 1 Semester Credit
Open to students in grades 11 and 12 with recommendation from previous Humanities instructors.
What makes good writing? How can one become a better writer? These are the two questions at the foundation of this course. Students read well-crafted essays by students and professional writers that serve as models for their own writing. They also read several short stories and poetry, writing short reflections as well as the traditional essay of literary analysis. Writing units include persuasive, analytical, narrative and personal essay writing. Weekly writing assignments are designed to improve the student’s personal and academic writing abilities. Students will also engage in group projects, presentations, in-class essays, and class discussions. Skills taught include prewriting, grammar, proofreading, and editing.
Photography I & II  1 Year Credit
This entry-level studio course introduces students to the art of photography and the basics of image capture through a digital camera. Students will learn to go beyond auto mode and understand the technology for controlling their camera as well as the fundamentals of digital processing on a computer. This class will introduce the student to Photoshop and Adobe Lightroom for editing and managing image files. The class will participate in short and day-long photo excursions in order to appreciate the excitement and challenges of shooting portraits, landscapes, and urban environments on location. In addition to hands-on work, students will do research on the history of photography to gain an understanding of the impact of the digital image on contemporary society. For their final evaluation, students will be expected to produce both a printed and an online portfolio. Students will need to have a digital (DSLR) camera with RAW capture, manual control of aperture and shutter, as well as a portable hard drive to store their work. No prior darkroom or digital printing experience is necessary to take this course. This course is designed for those who want to enhance their photography skills beyond “point and shoot” and make more visually controlled and compelling images. Students will develop a series of small-scale design schemes that explore different architectural programs. Design projects will be conducted both independently and collaboratively. We will examine design thinking and development through concepts that explore how the human body moves through space, and interacts with infrastructure and the environment. We will also look at how the environment and context affects the development of specific programs. In addition, we will explore how materials, structure and space inform human interaction and human perception.

Choir I  1 Year Credit
This class meets twice per week in order to prepare musical selections from a variety of styles (classical, multicultural, Broadway, and pop) for the Fall and Spring Concerts, while simultaneously addressing essential choral concepts such as balance, blend, tone, and healthy vocal production. Basic sight-singing is also covered. Opportunities for solos are available to students who are enrolled in the course. The class is open to all Upper School students, and there is no required audition. It is not necessary to pre-register for this course. Registration will occur during the first week of classes.

Advanced Art (Yearlong)  1 Year Credit
Preerequisite: 1 yearlong visual arts course, 2 semester long visual arts courses or permission from the instructor
This is a UC-approved yearlong course.
In-depth inquiry and study to deepen artistic practice in one or two years with optional AP Portfolio. This course is designed for highly motivated students who are looking for an intensive yearlong experience in visual art, exploring ways of communicating in 2D, 3D and conceptual media. Students must be willing to challenge their own boundaries and expectations through more independent projects. Students should be empowered to become autonomous, informed and skilled visual artists and the teacher’s role will be to actively and carefully organize learning experiences for students, directing their study to enable them to explore ideas and media to create a personal, meaningful and coherent body of work. To ensure both depth and breadth of knowledge and understanding, students will explore and compare visual arts from different perspectives and in different contexts. Students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media and will have access to all available studio equipment and materials. Image and video presentations and a field trip to the SF MoMA and local art galleries will give students a better understanding of the contexts and innovative and provocative uses of materials and subject matter in contemporary and modern art. Sketchbooks will be provided for drawings, notes, preparatory sketches, media studies, reflection, evaluations, documentation of coursework and discussions in addition to critical & contextual analysis of content in their own and other’s work. This course is open to students in the 11th and 12th grade who have completed one yearlong visual arts class (or the equivalent) as a prerequisite and can also be used a platform for the development of a college entry or independent AP Studio Art portfolio.

ELECTIVES

Art History Through Inquiry (Blended)  1 Semester Credit
The course will help you learn how to engage with art history outside the traditional lecture and textbook format. Instead, our questions and inspiration will come from five face-to-face meetings at various local museums in order to explore art through observation, inquiry, and analysis. We’ll explore how museums foster critical thinking and creativity while you’ll also learn the skills necessary to research and learn more about art and its history. As you develop an understanding about both current and historical art—and the methods in which to approach this learning—you’ll also be determining your own path of research and depth. After each visit, you’ll choose an artist, movement, or piece of work for further exploration, and, with support from me and art research techniques, will eventually create a paper or project that demonstrates your knowledge and shares it with others. This course does not satisfy Athenian Fine Arts Department graduation requirements.

Instrumental Music  1 Year Credit
This class meets three times per week during the G period to rehearse musical selections from a variety of styles (Classical, Jazz, Rock, and Blues) for the Fall and Spring Concerts, while simultaneously addressing essential instrumental techniques and music theory. Basic sight-reading is also covered. Emphasis is placed on participation, exposure, and development, helping to build a life-long love and appreciation for music. The class is open to all Upper School students and instruments, and there is no required audition. It is not necessary to pre-register for this course. Registration will occur during the first week of classes. Students wishing to fulfill their UC art credit in music may do so by participating in this class at the fullest level for both semesters, including concerts and musical, rehearsals, etc. These students will also have some extra homework in musical theory that will be coordinated with the works being rehearsed. This class is a prerequisite for the Advanced Instrumental Music class.

Dance II  1 Year Credit or 2nd Semester Credit
Pre-requisite: Dance I or permission of instructor
This is an intermediate to advanced level dance technique and choreography course designed to give students a challenging and creative experience in contemporary dance technique, choreographic composition, and performance technique. Mentoring and collaboration between students and teacher is emphasized. Student-lead projects are facilitated through the Performance Lab for Artistic Collaboration and Exploration (PLACE) program. This course culminates in a performance at the Fall and Spring concerts, offers field trip opportunities, master classes with professionals in the field, and participation in dance festivals and special events. Placement in this class is by audition and/or faculty approval. This class meets three times per week during E Period. Satisfies Athenian’s arts elective requirement.

Ceramics  1 Semester Credit
This studio course is designed for students interested in working with clay using both hand and wheel methods of construction. Students gain experience making functional, sculptural, wearable, and decorative pieces. Students discuss traditional and contemporary ceramics and sculpture, craftsmanship, creativity and aesthetics. The course helps students understand the functional and artistic uses of clay in various cultures and art movements, through observation, study, and the acquisition of technical skills. They develop dexterity with tools, the understanding of the stages of clay and basic construction techniques (hand building, coil, slab, pinch pots) in addition to the potter’s wheel. It will include an examination of glaze, decoration techniques (such as texture, relief, colored slips, underglaze, transfers, gold-leaf and gilding, etc.) and the firing process. Engagement and productivity will be of the highest importance as all practical work must be completed in the studio. Emphasis is on craftsmanship, studio habits, and the completion and refinement of work. Students learn through demonstrations, individual feedback, slide & video presentations, and class critiques. Final artworks are exhibited in the Spring Festival of the Arts.
Painting 1 Semester Credit
The basic principles of painting technique will be introduced in this studio class. Through imagination and direct observation of still life, landscape, and the figure, students will be introduced to the use of watercolor, acrylic and oil paint and learn to mix color with attention to transparencies and opacities in the depiction of light and shadow. Varied approaches to the use of paint will be emphasized and students will gain an understanding of different painting mediums, masking fluids, and their uses. Both representational and abstract painting will be explored through design, color, and composition on paper, cardboard, stretched canvases, and wood. Experimentation with materials will be encouraged and museum visits and in-class presentations will provide the opportunity to examine artists’ uses and applications of various techniques.

Sculpture (Clay & Casting) 1 Semester Credit
This studio course focuses on making 3D sculpture, working with a variety of materials and ways of thinking three-dimensionally. Students will work in both subtractive and additive manners exploring the relationship between form and content through construction and deconstruction. They will consider shape and surface to conceal and reveal levels of meaning using materials such as tape, clay, wire, string, organic materials and casting in plaster and alginate. Projects investigate the human form, representation, abstraction, portraiture, the body and its relationship to objects, wearable sculpture and installation. Each student will carve a life-size clay head and cast body parts with a focus on anatomy, persona, and emotion. Emphasis will be placed on individual expression and concept, craftsmanship, studio habits, and the completion and refinement of work. Students will develop skills working with tools, their hands, and the conception and substantiation of an idea.

Advanced Architecture (Practice) 1 Semester Credit
Pre-requisite: Introduction to Architecture Design
This is a critique-based studio class further advancing concepts and methodologies developed in Architectural Arts. Students will develop designs for programmatically complex buildings including multi-unit housing and a school. Designs will include urban planning, landscape architecture, and interior architecture development. Projects will focus on narrative concepts for function, and formal innovation as well as structural and material systems. Students will be expected to build scaled models and drawings. All work will be presented in a slideshow and through a final portfolio.

Advanced Photography 1 Year Credit
Pre-requisite: Photo I or permission from the instructor
This is a UC-approved yearlong course.
Advanced Photography is about helping students develop a photographic voice. Students will start with a series of short guided assignments to get back up to fluency with the visual language and to loosen their shutter finger, before jumping into larger student-driven, individualized projects with regular work in progress critiques for the rest of the semester. This class will allow students to go beyond the basics we covered in Photo I and II. Students will explore experimental techniques as well as reviewing the basics of camera-usage and Photoshop. Discussions and readings will explore photography and art in general, giving depth and background to the work students will be making. The first semester will end with a personal website with a completed project. Many photographs will be taken. The second semester will look at trends in contemporary photography, using first person sources to learn about the sort of exciting work being made today. Projects will then be a chance for students to make their own work in response to and influenced by the cutting edge of photography. Themes we’ll be exploring include Meta Photography, Social Justice, The Artist Book, and Abstracting the Body.

Advanced Architecture (Theory) 1 Semester Credit
This course studies architecture of modern times, with a focus on the critical social, cultural, and physical conditions that constitute the built environment. Students will study the work of architects and the writings of theorists that have influenced the development and design of buildings around the world in the 20th and 21st centuries. This is a seminar class with lectures and readings that emphasize architectural processes and methodologies leading to design practice. Students will study specific movements and design methodologies in order to unpack the factors that have influenced current theoretical concepts leading to architectural designs. Students will be expected to present two readings as a class lecture, write a final paper and create several small projects that express the theories discussed in class.

Yearbook Editors 1 Year Credit
Yearbook editors are senior leaders who are chosen by the Yearbook Advisor at the end of the students’ junior year. To qualify as an editor (2-3 slots available), students must have at least two years of yearbook experience and it is recommended that students also take Photo 1. Editors will study the art and science of bookmaking and print design. Yearbook editors are responsible for the concept and design of the book and lead yearbook class in collaboration with the Yearbook Advisor. Editors receive a letter grade and the class counts as art credit.

Yearbook & Arts Publications 1 Year Credit
This yearlong class introduces students to the different aspects of publishing a book from initial concepts to the finished product. The course is designed for motivated students who have already completed a year of visual arts. Students will learn about photography, layout/graphic design, and computer graphics. Students apply their knowledge throughout the year to produce the school’s yearbook using Josten’s Yearbook Avenue software. Yearbook & Arts Publications is a pass/fail class for elective credit.

The Body and Fashion 1 Semester Credit
Prerequisite: 1 semester-long visual arts course
Establishing proportions and defining the body through figure drawing and design studies, mark making, fabric textures and draping, thinking like a designer and creating a look. This course will advance students’ understanding of fashion design through the elements and principles of design as they pertain to fashion and the human form. Figure drawing, stressing line, gesture and composition, will provide the basis for an understanding of the muscular and skeletal functions of the human body and their relationship to apparel design and fashion. Anatomy and aesthetics form the basis of designing a couture or fashion collection and acquiring these skills in design development and sketching will enable students to create simple design groups through various projects and a design journal. Students will aim to develop a personal drawing style and become proficient in the translation of ideas through the fashion design sketch. The aim will be to demonstrate creative use of inspiration to develop and design a mini collection for a particular target market. Students develop techniques to draw the fashion figure, front, turned, side views and back views and how to communicate design ideas in a fashion sketch through garment details, the use of line, silhouettes, and color theory.

Screenwriting 1 Year Credit
This is a creative writing class where students learn how to write compelling stories that will make a great video and/or film. Students first learn the fundamental skills of a creative writer i.e. how to tap into your creative inspiration and explore both your interior world as well as the world around you. Then, we examine different story structures and how they apply to screenwriting. This course also examines the format of screenwriting and why it’s useful for writing for film. Students learn how to write different characters, dialogue and scenes. Finally, students write a screenplay that will be made into a video/film. Throughout the class, students will watch films/videos to understand screenwriting and reading screenplays.

Bay Area Cinema (BlendEd) 1 Semester Credit
FIlm, animation and alternative film and video has been a stalwart of Bay Area culture from Muybridge to Silent Film and from Pixar to the Prelinger Archive. In this course students will explore the history of the moving image and its cultural impact in the San Francisco Bay Area as well as create their own imaginative responses to the ideas and concepts. Students will get a chance to study films, technologies, philosophies and ideas related to the manipulation of time as well as create their own art, videos and visual journal entries. Topics will include a wide variety of cinematic genres and motion picture technologies. Students will learn interdisciplinary skills related to their own independent filmmaking in tandem with film and cultural studies and will be expected to make connections with larger social, political and cultural forces and be interested in independently creating artworks, visual journal entries and film and animation. Online meetings will take place every other week to discuss projects and share presentations. Students may be paired together or in small groups during our online meeting time or may occasionally arrange their own meeting times for collaborative activities and projects. Face-to-face sessions may include meeting filmmakers, exploring museums, cinemas, archives, film festivals and places of cinematic industry in the prolific bay area arts culture. Tea and discussion will follow. Students will need access to a digital still camera and be able to upload images to the web, as well as have some knowledge of video editing and have access to basic video editing software, a digital video camera/tripod combination and will need access to basic art supplies.
Advanced Filmmaking 1 Year Credit
Pre-requisite: Beginning Digital Video and Filmmaking or Portfolio or Audition
This is a UC-approved yearlong course.
This class builds upon the skills learned in Beginning Digital Video and Filmmaking. Students will take their filmmaking to the next level and begin to make longer and more advanced films. Students will make films that would be competitive in national film festivals and really challenge themselves to make films at the highest level. To be inspired, students will go on field trips to film festivals like San Francisco International Film Festival and Sundance Film Festival and also be taking a trip to major film studios like Pixar or Lucas studios or possibly the major film studios in Los Angeles. This class can be taken more than once.

Documentary Film 1 Year Credit
Are you interested in making a movie about a real life story or real life issue that you care about? This class will teach students how to make a compelling documentary film about such stories. This course will look at successful documentary examples like Hoop Dreams, Inconvenient Truth, Super Size Me and Fahrenheit 9/11. These films told compelling stories that changed the way audiences saw important issues and we learn their secrets for success. Then, students will take their own stories and concerns and make them into the plot for a successful film. Students will also learn how to set up a film shoot and how to shoot a film effectively. Finally, students will edit footage using the latest professional editing software to make a great film. The best of the videos/films will be featured in our Bay Area High School Film Festival and our Athenian Video and Film YouTube Channel.

Theatre Production Crew 1 Semester Credit/Fall or Spring
Students may choose to take this course for a Letter Grade or Pass/Fail. Graded credit: To meet this requirement, students must attend at least three G period meetings per week (Tuesday and Thursday + Monday or Friday) and log at least 40 hours of Production Work each semester. P/F credit: To meet this requirement, students must attend at least one G period meeting per week and log at least 40 hours of Production Work each semester. Be part of a crew, have fun, and learn through real-life, hands-on activities. Theatre Production Crew introduces students to technical theatre and the many facets of producing a live event. The class works together to function as the production crew to support the various live shows and concerts on campus. Preparing for and running all types of events will involve hands-on physical activity, working collaboratively with crewmates, solving problems, getting dirty, making messes, cleaning up, sneaking around in the dark, and sometimes staying at school late. Crewmembers learn how to operate tools and equipment as well as communication and safety when working as a team. Crew members can specialize in: production management, set construction, scenic painting, props, lighting, sound, or costumes & make-up. All crew members are required to participate in Production Work after school and some evenings and weekends. Production Work includes activities such as building and painting scenery, hanging and programming lights, researching images, creating props lists and scene breakdowns, pulling costumes, shopping, attending rehearsals, “running” performances, and much more. Students are encouraged to concurrently enroll in Technical Theatre Production.

Dance II 1 Year Credit or 1 Semester Credit/Spring
Pre-requisite: Dance I or permission of instructor
This is a UC-approved course. Satisfies Athenian’s arts elective requirement.
This is an intermediate to advanced level dance technique and choreography course designed to give students a challenging and creative experience in contemporary dance technique, choreographic composition, and performance technique. Mentoring and collaboration between students and teacher is emphasized. Student-led projects are facilitated through the Performance Lab for Artistic Collaboration and Exploration (PLACE) program. This course culminates in a performance at the Fall and Spring concerts, offers field trip opportunities, master classes with professionals in the field, and participation in dance festivals and special events. Placement in this class is by audition and/or faculty approval.

Songwriting 1 Semester Credit
This course is designed for anyone who is interested in songwriting. No musical experience necessary. We will analyze and learn about the structure and patterns of songs, examine lyrics, melody and harmony and then apply those fundamentals to our own songwriting. Students will be given the space to explore how to express themselves through words and music. Guest artists/songwriters will be invited to present and perform for the class.

Choir I 1 Year Credit
This course has a UC-approved and a P/F option. This class meets twice per week during the G period in order to prepare musical selections from a variety of styles (classical, multicultural, Broadway, and pop) for the Fall and Spring Concerts, while simultaneously addressing essential choral concepts such as balance, blend, tone, and healthy vocal production. Basic sight-singing is also covered. Opportunities for solos are available to students who are enrolled in the course. The class is open to all Upper School students, and there is no required audition. (Also, please note that there is a small sheet music fee for the course that will be charged to students’ incidental accounts.) It is not necessary to pre-register for this course. Registration will occur during the first week of classes.

Advanced Choir 1 Semester Credit/Fall or Spring
This is a UC-approved yearlong course. The Advanced Choir (a.k.a. the hOWlers) must audition for the class. The choral repertoire studied in Advanced Choir requires singers to have greater vocal and musical independence. The audition will focus on skills such as sight singing, pitch matching, harmonizing, and blending which are prerequisites for the class. The course will include more advanced sight singing and music theory concepts, as well as arranging skills, keyboard skills, and conducting skills. The class is open to all Upper School students, but enrollment is capped and preference is given to students who have completed at least a year of G choir. This course culminates in a performance at the Fall and Spring concerts. Advanced Choir students are required to simultaneously enroll in G period choir. Please note that the Advanced Choir traditionally takes one to two weekend field trips during the year – The approximate cost of each trip is roughly $500.

Intro to Instruments 1 Semester Credit
Have you ever wanted to play an instrument? Here’s your chance! This course is open to anyone who wants to learn the basics of any instrument. Students will be introduced to the fundamentals of playing an instrument of their choice. Depending on what instrument a student chooses, the instructor will cover basic techniques, basic note reading, chord progressions and melodies. Students will learn to play instruments on their own and in small groups. Students will have the opportunity to perform each other during class.

Instrumental Music 1 Semester Credit/Fall or Spring
This is a UC-approved yearlong course. This class meets three times per week during the G period to rehearse musical selections from a variety of styles (Classical, Jazz, Rock, and Blues) for the Fall and Spring Concerts, while simultaneously addressing essential instrumental techniques and music theory. Basic sight-reading is also covered. Emphasis is placed on participation, exposure, and development, helping to build a life-long love and appreciation for music. The class is open to all Upper School students and instruments, and there is no required audition. It is not necessary to pre-register for this course. Registration will occur during the first week of classes. Students wishing to fulfill their UC art credit in music may do so by participating in this class at the fullest level for both semesters, including concerts and musical, rehearsals, etc. These students will also have some extra homework in musical theory that will be coordinated with the works being rehearsed. This class is a prerequisite for the Advanced Instrumental Music class.

Advanced Music Ensembles 1 Semester Credit/Fall or Spring
This is a UC-approved yearlong course. This course will offer students a chance to expand on their performance skills in a small combo or chamber setting, as well as offering the opportunity to challenge their abilities by working with other students at an advanced level. Music theory is woven into the rehearsal process so that it is presented organically and immediately put into practice. The course allows some students to focus on Classical chamber music, or Jazz, or Digital music. All students will study the history of Jazz, and the uniquely American story it tells, covering the development of the music, and the ultimate power of music to cross the cultural lines that divide us and find ways to affirm our common humanity. Material will be chosen by the teacher and students, and will reflect a diversity of style, approach, and challenge level. Students will be involved with composing and arranging the songs. The groups will perform at the Fall and Spring Concerts, and numerous other venues throughout the year, as well as having the opportunity to organize a tour in the spring. Enrollment in the class is by permission of the instructor, and students must be simultaneously active in the band class during G period. Students must be able to perform at a suitable level.
In these three-week mini-classes, students will dive deeply into a variety of immersive experiences. These courses may include international and local travel, hands-on student-driven projects, service work, and independent inquiry.

**Local Courses**

**Architecture Using Reusable Materials**  
*Instructors: Elizabeth Wright, Monica Tiulescu, Susie Childs*  
This class will create student space/furniture for social interaction and gatherings using recycled and repurposed materials. The course will begin with a combination of lessons and activities designed to foster an understanding of landscape urbanism, plant biology and ecology in order to develop design thinking and making skills. We will take field trips to San Francisco to see examples of parklets and living walls. All work will be collaborative, project based, and hands-on. Students will learn how to design and build scale models and create a measured drawing for their proposed culminating project. The drawings and models will be used to create and build a final occupiable design-built project: a hybrid system including furniture, a living wall system, and creative planters.

**The Art of Pure Mathematics**  
*Instructors: Rostislav Smirnov and Alex Ruzhinsky*  
This course aims to introduce students to the nature of mathematics as a creative endeavor, as a consistent logical reasoning approach, and therefore, the most effective problem-solving approach. Students will be exposed to several advanced topics from various branches of post-high school mathematics, such as mathematical logic, vector spaces, linear programming, 3D surfaces, and more. In addition to the classroom experience, students will have an opportunity to apply their knowledge in the Carter Innovation Studio by working on several hands-on projects. The curriculum will also include some special secret field trips, where students will see how pure mathematics influences current industry. *The Art of Pure Mathematics* will be open to all students who are currently enrolled in any calculus course.

**Bay Area Activism**  
*Instructors: Matthew Stewart and Michelle Valdez*  
This course is designed to give students an experiential look at the history and present day of protest and activism in the Bay Area. The primary goals for this course are to teach students the power and necessity of empathy and that they are capable of identifying areas of change and enacting that change. This starts with a simple empathy activity on Day 1 and leads them through various experiences that inspire them to ultimately create their own protest piece, which serves as the culminating project. Availability permitting, students will complete an interview piece with a participant of the Civil Rights movement; visit various historical locations, including the Castro, the Berkeley campus and the Mission district murals through “Precita Eyes”; and ultimately challenge and broaden the limits of their empathy and understanding of humanity.

**Being Athenian: Discovering Who You Are and Who You Want to Be**  
*Instructor: Gabe Del Real*  
The purpose of this course is for students to understand themselves through the lens of their Athenian education and how they can rise to the mission of the School "for a life of purpose and personal fulfillment.” By looking at the sources that influenced Athenian’s founder Dyke Brown, students will explore the ancient Greek understanding of human nature, Kurt Hahn, and Dyke Brown’s Mandala. Students will have the opportunity to reflect on who they are and who they want to be. They will then look outside themselves to our school, developing projects that will help the school further deliver on its mission. This March Term is designed for students who want to engage in philosophical discussions, personal reflection and development, and projects that help the School be the best version of itself. Activities will include historical readings, philosophical conversations, journaling, nature walks, talking with Athenians of yesterday and today, and student-designed self-improvement and school-improvement projects.

**The Book as Art**  
*Instructors: Sally Baker and Rebecca Lee*  
In this course, you will have the opportunity to explore the craft of handmade book-making while experimenting with literary and visual forms. You will learn about the history of print, the genre of the “artist’s book,” and non-traditional approaches to writing, making meaning through the spatial arrangement of words on the page. You will develop skills in letterpress, printmaking, and bookbinding, and create a work of art in book form that features your original writing. Activities will include visiting book-binders, printmaking studios, and collections of rare books, as well as participating in workshops on professional book-binding and letterpress. The course will include an overnight trip.

**California Water 2020**  
*Instructors: Ben Leslie-Bole and Andrew David*  
California Water 2020 will explore the complex, conflicting, and often controversial role that water occupies in the lives of our roughly 40 million fellow Californians. As an interdisciplinary course, we will examine the cultural and scientific story of this precious resource through readings, films, outside experts, photography, and journaling. Students will travel throughout California exploring, documenting, and experiencing natural and constructed waterways from the Sierras through the Central Valley and the Owens Valley. A central component of the course will include the stories of diverse water users, including urban utilities that provide water and power, individuals for whom water is central to their livelihoods, and ecosystems that depend on water for their survival. Students will meet with hydrologists, water scientists, engineers, and farmers to examine the perspectives of those for whom water use, management, and conservation is an integral part of their lives. We will process and share our experiences through photographs, journals, discussions, and presentations, while we discover the complexity of this seemingly simple and essential component of daily life. California Water 2020 includes local day-long field trips and one multi-day trip. The multi-day trip will run between March 21 and March 29. Participation on all trips is required.

**Exercise Science**  
*Instructors: Darek Cliff, Kath Papastephanou, Zach Holt, and Josie Chapman*  
This course is focused on the doing of exercise and understanding what you put in, is what you get out. We will dive into specific and general ways of activities to improve the body’s output: Strength training, running, swimming, yoga, spin class, cryotherapy, Vo2Max etc. These are all participating activities students will do. We will also visit local facilities and understand how their activities benefit the human body. We will also dive into the specific body functions that allow our body to perform. Body systems and more specifically the muscular system will be studied. There will be expert guest speakers in their field that will help inform best practices trending in the world of exercise science. There will be a component of exercise to this class. We will be working out most days sporadically for a total of 1-2 hours every day of the week with the workouts relating to what is being studied in class. Students must come dressed in exercise clothing with a change of clothes for after, as many workout sessions will occur in the morning when class starts, as early morning exercise stimulates the brain, and increases cognitive function throughout the day. Students are encouraged to bring snacks high in protein for after the exercise session and a water bottle to stay properly hydrated. We will have different levels of fitness in the class to accommodate all fitness ability levels. Being a strong athlete is certainly not required but students signing up for this class should know they will be working hard on the physical end while in class, and should come with a good attitude. Students should bring $20-$50 of spending money for each field trip for lunch and souvenirs. This class can accommodate up to 27 students with and will be taught by 4 faculty members.
In the Shadow of Mount Diablo: The Podcast

**Instructor:** Mark Lukach

The beauty of Mount Diablo looms large over the Athenian campus, and in this course, students will learn the skills of digital storytelling to create a podcast that explores the many facets of Mt Diablo, from geology to cultural history, from adventure sports to environmental activism. If it has to do with Mt Diablo, it’s a topic worth exploring on the podcast. The course will have two main focal points which will unfold simultaneously: the design, creation, recording, and editing of a podcast, and the exploration and appreciation of Mt Diablo. Students will work with a partner and focus on a single episode with a major theme for the episode (for example, Save Mt Diablo or mountain biking), and will then conduct research, host interviews, write and record a script, and edit a 10-15 minute podcast episode. Podcasting is going through a major boom, and in this course, students will learn the varied skills involved with this popular medium for storytelling.

Internship Program

**Instructors:** Mark Friedman, Vivian Liao, and Sanjeev deSilva

Students will spend three weeks of March Term working at an organization outside of Athenian. This is an opportunity for students to pursue something that they are passionate about in a real-world setting. Doing an internship will require students to be more self-reliant and independent than more structured March Term courses. Students can find their own internship, but Athenian is developing information on organizations that would welcome an Athenian intern. There are two focus areas in the Internship Program this year: Community Service and STEM. Each focus area has a different coordinator: Mark Friedman for Community Service and Vivian Liao for STEM. Sanjeev deSilva is a third faculty member working on the exchange program. It may be possible for students to do an internship in other fields, but this is only possible if the student already has their placement lined up.

For students interested in participating in the Internship Program, the first step is to apply and be accepted. A maximum of 40 students can participate this year. Students who are selected for the program will need to help identify the organization where they will intern and then write a more detailed proposal. The internship itself will take place during modified dates for Athenian’s March Term. The internship needs to last the entire three weeks and students must work a minimum of 75 hours in that time. In addition, students need to submit an update each Friday during this. On the last day of March Term, internship participants will gather at Athenian. That day students need to submit a timesheet, a written evaluation from their supervisor, and some form of reflection. The reflection could take the form of an essay, a journal kept during the three weeks, a video, or some other creative form. The Internship Program will be graded pass/fail. Students on spring sports teams are expected to be at games and practices during March Term. For students thinking about doing a spring sport, there may be a conflict between your internship and the sports schedule.

Itadakimasu

**Instructors:** Michelle Park and Catherine Pines

Calling ALL WORLD FOODIES! EpiCURIOUS about our course?

This course takes a deep dive into why we eat what we eat during cultural holidays and traditions. We explore culture, history, religion, origins, languages, and traditions, while learning culinary skills and partaking in the various cuisines including studying why Koreans eat seaweed soup on their birthdays, what goes on a Jewish Seder plate and why, what the origin is behind mooncakes, and why the Chinese eat them during the mid-autumn festival, how and why Indian communities observe Diwali and what foods are shared at this time. This course takes advantage of the bountiful culinary diversity that exists in the bay area by including a few field trips to local restaurants and participating in cooking demonstrations and presentations. This course connects with our international and multicultural understanding pillar and provides students with a glimpse of cultural traditions and the origins that exist in our vast world.

Mission to Mars

**Instructors:** Becky Cebula and Megan Leich

What does it really take to send humans to Mars and bring them back? What are the challenges of living in zero gravity for an extended period of time? How do you grow food in an atmosphere without oxygen? What happens to your waste? How do you get supplies? How do you get and recycle air? Water? All of these questions and more need to be addressed for a successful mission. In this course, we will attempt to answer some of these questions through simulations and experiments. We will attempt to grow plants in (simulated) martian dirt, launch rockets, design landing systems, investigate the effects of long-term space travel on human systems, and explore the chemistry of resource recycling.

The Power of Money

**Instructors:** Bobby Henshel and Marty Rubio

This course will model many facets of an adult’s financial life such that students will simulate these through a game. Much like the game we all played, Life, students will randomly be assigned to financial situations where they effectively experience the finances that go along with that situation. During this simulation, students experience and/or understand how the following financial benchmarks impact them. Students present and articulate their situation to their peers. They also learn several mathematical concepts around exponential growth and decay, logarithmic models a well as just basic math literacy. Students will leave the course with at least a basic understanding of key financial literacy skills but also have a deeper appreciation for the strategies, planning around finances, and societal implications of money. Additionally, the course will provide experts in the field of business, entrepreneurship and investment. This course will explore the social and cultural implications of financial decision-making in the American population.

Practice of Poetry

**Instructors:** Alex Mattraw Rosenboom and Evan Hansen

This course is, as the title suggests, a deep dive into the practice of poetry. Students will read a good deal of poetry, but they will also make—the root of the word, “poem,” is the Ancient Greek verb, “to make”—many poems themselves. Making poems for most writers is a daily, all-encompassing practice that includes not only the act of writing but also that of reading, conversing with others, quiet observation, and deep listening. In its full arc, the course will embody this comprehensive poetry experience: reading; writing; collaboratively workshopping; presenting; and publishing poems. Additionally, each week students will have the opportunity to meet and discuss the poetry practices of local published poets who can share why and how they make their work. The class will also travel each week to a local poetry-related venue—e.g., a bookstore, a press, a writing retreat—and will conclude with a culminating public reading.

Spanish Immersion

**Instructors:** Elizabeth Jurado and Kristina Merschat

This course will be a full-immersion Spanish experience, every day and all day for the duration of March Term! It is designed for students either currently enrolled in or have completed Spanish 3 or higher (3, 3H, 4CC, 4H or SAP) and are excited about using their Spanish in order to communicate more effectively in various situations with different challenges to understanding. We will use three Spanish-language films as a springboard into the exploration of how film enables us to more deeply understand a country’s people, history, art, cuisine, literature and culture. We will make connections with these other disciplines, gather information, and be exposed to diverse perspectives in the classroom and on field trips, in order to use the language to function in real-life situations. We will also develop language skills and acquire cultural knowledge to be able to interact with cultural competence. Student participation and engagement will be of utmost importance each day as we navigate our themes without the use of English. Students will end the course with a self-selected performance task, based on personal interest in one of the course themes.

Travel Courses

Please note that travel courses have a separate application process. Information about financial aid is listed in the travel course application.

Bearing Witness: Exploring the Holocaust through History & Art

**Instructors:** Stephanie McGraw and Adam Thorman

**Cost Per Student:** $5350

**Dates of Session:** March 20 to March 28, 2020

Six million Jews were killed during the Holocaust, while 4 million additional people (members of the LGBT community, Roma, Poles, Russians, the handicapped, and Jehovah’s Witnesses) were also targeted. How do we begin to process such horrors? Holocaust survivor Elie Wiesel said, “He or she who did not live through the event will never know it . . . Between our memory and its reflection there stands a wall that cannot be pierced.” Though arriving at the “truth” behind the Holocaust is not
possible, this interdisciplinary course will help students bear witness to this brutal history. During the first half of this course, we will meet on campus as we analyze the Holocaust in depth: the background, development and systematic extermination of 6 million Jews by the Nazis. We will employ an interdisciplinary framework to our study of this history, looking at the interaction between art and history, such as the ways in which people used art to resist Hitler and Nazi ideology. Furthermore, we will look at how artists have used art to process their grief and emotion, creating beauty out of the horrific. We will spend the second half of the course traveling to Poland, where we will experience this history up close. During our travels in Eastern Europe students will begin to develop their artwork while processing this history. Our course will culminate back at Athenian with a public presentation of the students’ creative works at the end of the term.

**PE courses are subject to change before start of the school year**

Each student is required to take 4 quarters of PE each year: one for each quarter. Students may take one quarter off during their senior year if they have fulfilled the four units each year during their freshman, sophomore, and junior years. All PE courses that are offered, are COED.

**PHYSICAL EDUCATION COURSES (PE)**

<table>
<thead>
<tr>
<th>FALL SEMESTER QUARTERS 1 &amp; 2</th>
<th>SPRING SEMESTER QUARTERS 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball Conditioning</td>
<td>AWE Conditioning (Death Valley 3rd Qtr.)</td>
</tr>
<tr>
<td>Yoga</td>
<td>AWE Conditioning (High Sierra 4th Qtr.)</td>
</tr>
<tr>
<td>Ultimate Frisbee</td>
<td>Dance Class</td>
</tr>
<tr>
<td>Hiking</td>
<td>Dance Team (3rd Qtr.)</td>
</tr>
<tr>
<td>Dance Class</td>
<td>Strength and Conditioning</td>
</tr>
<tr>
<td>Strength and Conditioning</td>
<td>*Independent PE</td>
</tr>
<tr>
<td>Dance Team (2nd Qtr.)</td>
<td></td>
</tr>
<tr>
<td>*Independent PE</td>
<td></td>
</tr>
</tbody>
</table>

Independent P.E. - Requires students to participate in a physical activity for at least three hours a week with a coach/instructor.

**ATHLETICS**

Students participating on an athletic team will earn two PE credits for each sport. If a student participates in two sports, they will have satisfied the PE requirement for the year.

**FALL SEASON INTERSCHOLASTIC ATHLETICS - 1ST & 2ND QUARTER PE CREDIT**

<table>
<thead>
<tr>
<th>Varsity Men’s Soccer</th>
<th>JV Women’s Volleyball</th>
</tr>
</thead>
<tbody>
<tr>
<td>JV Men’s Soccer</td>
<td>F/S Women’s Volleyball</td>
</tr>
<tr>
<td>Women’s Volleyball</td>
<td>Varsity Women’s Tennis</td>
</tr>
</tbody>
</table>

**WINTER SEASON INTERSCHOLASTIC ATHLETICS - 2nd & 3rd QUARTER PE CREDIT**

<table>
<thead>
<tr>
<th>Varsity Women’s Basketball</th>
<th>JV Men’s Basketball</th>
</tr>
</thead>
<tbody>
<tr>
<td>JV Women’s Basketball</td>
<td>F/S Men’s Basketball</td>
</tr>
<tr>
<td>Men’s Basketball</td>
<td>Varsity Men’s/Women’s Wrestling</td>
</tr>
</tbody>
</table>

**SPRING SEASON INTERSCHOLASTIC ATHLETICS - 3rd & 4th QUARTER PE CREDIT**

<table>
<thead>
<tr>
<th>Varsity Men’s/Women’s Golf</th>
<th>Varsity Women’s Lacrosse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varsity Men’s Tennis</td>
<td>Varsity Men’s/Women’s Swimming</td>
</tr>
<tr>
<td>Varsity Men’s/Women’s Track &amp; Field</td>
<td>F/S Men’s Baseball</td>
</tr>
<tr>
<td>Varsity Men’s/Women’s Wrestling</td>
<td>Varsity Women’s Soccer</td>
</tr>
<tr>
<td>Athletic Team Manager</td>
<td></td>
</tr>
</tbody>
</table>
Entrepreneurship 1  1 Semester Credit
This yearlong course teaches basic product design and entrepreneurial skills using an experiential approach. Students learn about new venture principles that are applicable to both non-profit and for-profit enterprises. Course materials are based on the Stanford d.school “Human Centered Design” (i.e. “Design Thinking”) methodology. In the fall, students learn about rapid prototyping and about listening to prospective users. They practice qualitative research methods using a prototype of a new product—a solar powered portable chair called the “flare Chair.” Students gain familiarity with basic entrepreneurship terms by using a simplified “Lean Canvas” framework. Financial terms are introduced, initially through the review of public companies like FitBit and GoPro. Students are then introduced to the use of Excel as a financial modeling tool. In the spring, students develop a new venture idea of their own. Working in small teams, they follow a design cycle from identifying a problem to developing and testing a solution.

Equity and Inclusion Intern  1 Semester Credit
This internship creates opportunities for learning around issues of diversity, equity, inclusion, and social justice and will encourage an understanding of the importance of multiethnic and intersectional coalition-building and the challenges of increasing the participation of people of color, women, the LGBTQI community, youth, and white allies in support of equity and justice. The intern works with leaders of Athenian affinity clubs and focuses on school-wide projects, initiatives, and events. The Intern assumes a leadership role in E and I efforts and provides valuable input to the E and I committee. The E and I intern(s) report(s) to the Dean of Equity and Inclusion and supports the Dean in meeting the School’s long and short term goals. The intern should demonstrate a mature sensitivity to working with people of diverse identities and backgrounds, skills for timely multi-tasking, strong writing and communication skills, basic proficiency in Microsoft Word, Excel, Outlook, and PowerPoint.

Internships  Pass / No Pass Credit
On and off campus internships can be arranged for course credit, on a part-time basis. Students need to find a sponsor and get the internship approved by the Academic Dean at least one month in advance. Internships are given Pass / No Pass credit.

Social Media & Communication Intern  1 Year Credit
Are you the one in your group who always has a camera? Do you enjoy sharing the exciting things that go on during your day? Help support Athenian’s storytelling efforts as a Communication Intern. Interns will create content (blog posts, photos, videos, etc.) and publish to Athenian’s social media channels in collaboration with the Director of Communication. Interns should have experience with Facebook, Instagram, and ideally blogging to be eligible for this internship. A successful intern will have excellent written and verbal communication skills, enjoys social media and understands what makes social content engaging on various platforms, is self-directed, and is comfortable interacting with all members of the Athenian community (including administrators and students not in your own grade)

Teacher’s Assistants (TA)
Students can earn credit for a fifth or sixth course by working as a Teacher’s Assistant. Candidates should be strong students. The amount and kind of work must be specified in the description provided by the teacher and must be equivalent at least to the number of hours a student would spend in a regular class. All TAs must be approved by the Academic Dean and, except on rare occasions, are given Pass / No Pass credit.

Independent Study  Letter Grade or Pass / No Pass Credit
Students can earn credit for a fifth or sixth course by taking an Independent study in an area designed by the student and a faculty sponsor. All independent studies must be approved for credit through the Academic Dean’s office, after review by the appropriate department chair and the student’s advisor. Credit can be for a letter grade or for Pass / No Pass credit.

Round Square Exchanges
Opportunities exist for students to participate in international exchange for 7-10 weeks at a Round Square School. Most students go in the last quarter of the 10th grade year or during the summer of their 10th grade year. Some seniors may go in the third quarter of the senior year. Students must be in good academic standing and active members of the Athenian community. The cost for most exchanges is transportation plus an incidental fee. Interested students need to contact the Round Square Exchange Coordinator. If accepted for exchange during the school year, students will need to coordinate their academic program with the Academic Dean.

The following clubs and organizations are representative of the clubs at Athenian. New clubs are frequently formed based on student interest.

<table>
<thead>
<tr>
<th>Clubs &amp; Organizations</th>
<th>Clubs &amp; Organizations</th>
<th>Clubs &amp; Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission Ambassadors</td>
<td>Conservation Club</td>
<td>Leadership Club</td>
</tr>
<tr>
<td>Airplane Construction</td>
<td>Diversity Leadership</td>
<td>Library Advisory Board</td>
</tr>
<tr>
<td>Applied Science Club</td>
<td>Drama Advisory Board</td>
<td>Middle Eastern Club</td>
</tr>
<tr>
<td>Asian Club</td>
<td>Engineering and Robotics Club</td>
<td>Model UN</td>
</tr>
<tr>
<td>Azine (student arts &amp; literary magazine)</td>
<td>Interfaith Affinity Collective</td>
<td>Mountain Biking Club</td>
</tr>
<tr>
<td>Business &amp; Investment Club</td>
<td>Interweave (Gay/Straight Alliance)</td>
<td>Mount Diablo Trail Crew</td>
</tr>
<tr>
<td>Community Action Board (Community Service Club)</td>
<td></td>
<td>Students of Color Coalition</td>
</tr>
</tbody>
</table>

Athenian Wilderness Experience (A.W.E.)
Note: To be completed, as a graduation requirement for all students, during the junior year.

Students participate in a 26 day wilderness backpacking course in Death Valley or the High Sierra. These courses are social, physical, and technical in structure with a focus on deepening respect and taking responsibility for the well-being of others and the environment. A.W.E. seeks to advance leadership qualities, fellowship abilities, and improve physical fitness and health. With the support of instructors, students are encouraged to recognize and act upon individual strengths and work through individual challenges. Additionally, A.W.E. offers opportunities to develop human interactive skills through personal reflection, group decision making, taking care of peers, and realizing personal potential.

The course presents curricula and activities designed to enhance appreciation for and assume care of the natural environment and its resources. Elements include extensive backpacking, navigation, first aid, Leave No Trace practices and ethics, technical rock-climbing, rappelling, peak ascents, natural history, a solo experience, possible student independent travel and service. High Sierra: late July - August; Death Valley: March-April. Under permit by the National Forest Service as well as Death Valley and Yosemite National Parks.
COMMUNITY SERVICE

All students fulfill a required Community Service Program each year. Community Service Program is a year-long course that is graded pass/fail. A passing grade requires active and appropriate participation. Students that fail Community Service will not be invited back.

The Goals of the Community Service Program are to:

1) Develop students’ citizen skills, including their ability to analyze and advocate for a social issue and to take leadership to address community needs
2) Develop ongoing relationships between students and persons different than themselves; develop students’ respect for the dignity of all persons
3) Make a substantive difference in communities through reciprocal relationships with nonprofit organizations and government agencies
4) Inculcate service as a way of life
5) Foster civic virtues such as integrity, courage, responsibility, and compassion
6) Invigorate the academic curriculum by providing a meaningful context for students to understand and utilize classroom learning

9th Grade — In 9th Grade, Athenian students work in a variety of structured group projects.
1) During the Wednesday Morning Community Service Period, 9th Grade students take part in on-campus service projects such as running the recycling program or working in the school garden. These groups are led by Athenian faculty.
2) Students participate in two off-campus community service projects that are led by Athenian faculty. These projects take place on Saturday or Sunday. Examples include serving food at Glide Dining Room, doing trail work on Mount Diablo, and working at the National AIDS Memorial Grove in San Francisco.

10th Grade — In 10th Grade, Athenian students continue to work in structured group projects, but are required to take increased responsibility.
1) In the fall during the Wednesday Community Service Period, sophomores organize and lead off-campus service projects such as organizing a Halloween party for children at a homeless shelter or working with students in the special needs class in a local middle school. In the spring, the students attend a series of workshops to help them prepare for their intensive individual service project in junior year. Students need to submit their plan for their junior project by the end of 10th grade.
2) Each year students participate in two off-campus community service projects that are led by Athenian faculty. These projects take place on Saturday or Sunday. One of the two projects must be working with St. Anthony’s Dining Room in San Francisco.

11th and 12th Grade — As Juniors and Seniors, Athenian students are required to complete an intensive service project with a single organization. The project must be approved by the Community Service Director and provide direct assistance to a community in need beyond Athenian. Each year’s project must include a minimum of 30 hours of community service. The work may be done in the summer before the junior or senior year. Students are required to submit a brief mid-year progress report, obtain written documentation of their work from their supervisor, and reflect in writing on their community involvement.

200 Hour Club — Any upper school student who completes over 200 hours of community service in a single year (June - May) will have this accomplishment noted on his or her transcript.

### UPPER SCHOOL DAILY SCHEDULE

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:10 A</td>
<td>9:20 F</td>
<td>10:35 C &amp; C</td>
<td>11:20 D</td>
<td></td>
</tr>
<tr>
<td>11:25 C</td>
<td>12:35 A</td>
<td>13:30 F</td>
<td>13:30 D</td>
<td></td>
</tr>
<tr>
<td>12:35 Lunch</td>
<td>13:30 Clubs</td>
<td>13:30 Lunch</td>
<td>13:30 Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:25 D</td>
<td>2:35 B</td>
<td>2:40 G</td>
<td>2:40 F</td>
<td>3:35 C</td>
</tr>
</tbody>
</table>

The Upper School daily schedule provides many opportunities and benefits including a slower daily pace and longer classes for more in-depth, project-based learning. The schedule emphasizes more time for collaboration, longer class periods, and better alignment between divisions.

- **70-Minute Classes** — Students will have homework for no more than four classes each day.
- **Seven Class Periods** — Allow Performing Arts programs to be part of the daily schedule, meeting three days a week.
- **Advisory** — Emphasizes student wellness. All students are paired with an advisor with whom we hope will form a positive mentoring relationship.
- **Electives** — Period for journalism, entrepreneurship, yearbook, etc.
- **C & C (Conference and Collaboration)** — Provides all students access to teachers for help during the school week and additional time for students on sports teams to get help and take make-up exams.
- **Lunch** — Hour lunch provides students needed down time and time for club meetings.
- **PE** — Twice a week allowing students to participate in Electives.
- **Performing Arts** — E Period, allowing artists to take PE and Electives.