# 2020-2021
## UPPER SCHOOL COURSE CATALOGUE

## Catalog Directory

### Academic Requirements

**CO-CURRICULAR REQUIREMENTS:**

### Graduation Requirements Rubric

### Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Algebra I</td>
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<tr>
<td>Geometry</td>
<td></td>
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<tr>
<td>Algebra II</td>
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<tr>
<td>Algebra II (H)</td>
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<tr>
<td>Precalculus</td>
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<tr>
<td>Precalculus (H)</td>
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<tr>
<td>Applied Calculus</td>
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<tr>
<td>AP Calculus AB</td>
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<tr>
<td>AP Calculus BC</td>
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<tr>
<td>AP Statistics</td>
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<tr>
<td>Multivariable Calculus (H) - BlendEd</td>
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<tr>
<td>Multivariable Calculus (H) - Athenian Nexus Course</td>
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<tr>
<td>Financial Mathematics</td>
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</tbody>
</table>

### Entrepreneurship, Engineering, Computer Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>Computational Thinking</td>
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<tr>
<td>Entrepreneurship II/III/IV</td>
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<tr>
<td>Introduction to Computer Science</td>
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<tr>
<td>AP Computer Science</td>
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<tr>
<td>Computer Science: Data Structures (H)</td>
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<tr>
<td>Computer Science: Algorithms (H)</td>
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<tr>
<td>Engineering I</td>
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<tr>
<td>Applied Science and Engineering (H)</td>
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### Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>Physics</td>
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<tr>
<td>Chemistry</td>
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<td>Biology</td>
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<tr>
<td>Anatomy and Physiology</td>
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<tr>
<td>Art and Science of Making</td>
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<tr>
<td>Astronomy</td>
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<tr>
<td>Environmental Science</td>
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<tr>
<td>Advanced Biology (H)</td>
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<tr>
<td>Advanced Chemistry (H)</td>
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<tr>
<td>Advanced Physics (H)</td>
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<tr>
<td>Public Health &amp; Vulnerable Populations - BlendEd</td>
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<tr>
<td>Case Studies in Medicine - BlendEd</td>
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<tr>
<td>Introduction to Organic Chemistry - BlendEd</td>
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### World Language

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>French</td>
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<tr>
<td>French I</td>
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<td>French II</td>
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<tr>
<td>French III</td>
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<tr>
<td>French III (H)</td>
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<tr>
<td>French IV</td>
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<tr>
<td>French AP</td>
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<tr>
<td>Spanish</td>
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<tr>
<td>Spanish I</td>
<td></td>
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<tr>
<td>Spanish II</td>
<td></td>
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<tr>
<td>Spanish III</td>
<td></td>
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<tr>
<td>Spanish III (H)</td>
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<tr>
<td>Spanish IV: Communication and Culture</td>
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<tr>
<td>Spanish IV (H)</td>
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<tr>
<td>Spanish AP</td>
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<tr>
<td>Mandarin Chinese</td>
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<tr>
<td>Chinese II</td>
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<tr>
<td>Chinese III</td>
<td></td>
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<tr>
<td>Chinese III (H)</td>
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<td>Chinese IV</td>
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<tr>
<td>Chinese AP</td>
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### Core Literature Classes for Grades 9 and 10

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>World Literature</td>
<td></td>
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<tr>
<td>United States Literature</td>
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</table>

### Core History Classes for Grades 9 and 10

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>World History</td>
<td></td>
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<tr>
<td>Sociology: Self &amp; Society</td>
<td></td>
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<tr>
<td>United States History</td>
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</tbody>
</table>

### ESL Core Literature Classes for Grades 9 and 10

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>ESL Literature and Study Skills</td>
<td></td>
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<tr>
<td>United States Literature (Sheltered)</td>
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</tbody>
</table>

### ESL Core History Classes for Grades 9 and 10

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>ESL World History</td>
<td></td>
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<tr>
<td>United States History (Sheltered)</td>
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</tbody>
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### Literature Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>Journalism</td>
<td></td>
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<tr>
<td>Speech and Debate</td>
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### Literature Seminars

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>ENG 1: Writer’s Workshop</td>
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<tr>
<td>ENG 3 (H): Classical Greek Literature</td>
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<tr>
<td>ENG 4 (H): Race in the USA</td>
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<tr>
<td>ENG 6 (H): Plato</td>
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<td>ENG 8 (H): Shakespeare</td>
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<tr>
<td>ENG 10 (H): Literature of South Asia</td>
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<tr>
<td>ENG 13 (H): Poetry</td>
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<tr>
<td>ENG 14 (H): Bay Area Literature</td>
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<tr>
<td>ENG 18 (H): Good and Evil in Literature</td>
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<tr>
<td>ENG 19 (H): Asian-American Literature</td>
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<tr>
<td>ENG 20 (H): Comedy</td>
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<tr>
<td>ENG 21 (H): Japanese Literature</td>
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<tr>
<td>ENG 23 (H): Renaissance Literature</td>
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<tr>
<td>ENG 24 (H): African-American Literature: Thought Experiments</td>
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<tr>
<td>ENG 27 (H): Science Fiction</td>
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<tr>
<td>ENG 28 (H): Literature of Truth and Power</td>
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<tr>
<td>ENG 43 (H): Buddhist Thought / Eastern Faith Literature</td>
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<tr>
<td>ENG 45 (H): Literature of War, Ethics, and Human Nature</td>
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<tr>
<td>ENG 47 (H): Environmental Literature</td>
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<tr>
<td>ENG 55 (H): The Bible as Literature</td>
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</table>

### History and Social Science Seminars

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>HIST 4 (H): Holocaust</td>
<td></td>
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<tr>
<td>HIST 5 (H): Election 2020</td>
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<tr>
<td>HIST 26 (H): Vikings and Mongols</td>
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<tr>
<td>American Politics - BlendED</td>
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<tr>
<td>Constitutional Law (H)</td>
<td></td>
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<tr>
<td>#Entrepreneurship &amp; Design Thinking - BlendEd</td>
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<tr>
<td>Ethnomusicology and World Music</td>
<td></td>
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<tr>
<td>Financial Literacy - BlendEd</td>
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<tr>
<td>Humanitas (H)</td>
<td></td>
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<tr>
<td>Introduction to Modern Western Philosophy (H)</td>
<td></td>
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<tr>
<td>Introduction to Psychology - BlendED</td>
<td></td>
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<tr>
<td>Laid to Rest: Burial Grounds of the Bay - BlendED</td>
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<tr>
<td>Macroeconomics (H)</td>
<td></td>
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<tr>
<td>Microeconomics (H)</td>
<td></td>
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<tr>
<td>OakTown: A Deep Dive - BlendEd</td>
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<tr>
<td>Social Psychology (H) - Athenian Nexus Course</td>
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<tr>
<td>Public Health (H) - Athenian Nexus Course</td>
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<tr>
<td>World Film &amp; History</td>
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</tbody>
</table>
Fine Arts
Yearlong Courses
2D Art
3D Art
Advanced Art (H) Drawing
Advanced Choir (H)
Dance & Performance
Advanced Dance & Performance - PLACE Collective (H)
Digital Art
Photography
Advanced Photography (H)
Filmmaking
Advanced Filmmaking (H)
Introduction to Architectural Design
Advanced Architecture: Design and Fabrication (H)
Instrumental Music Ensemble
Advanced Music Ensemble (H)
Theater
Yearbook Editors
Yearbook & Arts Publications
Semester Long Courses
Advanced Art: Portfolio Development (H)
Bay Area Cinema & Filmmaking - BlendEd
Ceramics
Drawing
Environmental Art
Painting
Choir
Intro to Instruments
Music Rehearsal and Performance
Theater Tech
Theater Tech Crew
Dance & Performance

Physical Education/Athletics
Physical Education
Athletics

AWE
Community Service
9th Grade
10th Grade
11th and 12th Grade
200 Hour Club

Special Offerings
Athenian Nexus Program
Nexus Course Offerings
Bay Area BlendEd Consortium
2020-21 BlendEd Course Offerings
Wilderness Studies - BlendEd

Elective Period Classes
Independent Study

Internships
Equity and Inclusion Intern
Round Square Exchanges
Social Media & Communication Intern
Teacher’s Assistants (TA)

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 1/4 Years: Art, Culture, and Identity; 1 UC Visual & Performing Art (year-long course) required; remaining credits may be filled with semester or year-long courses.

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.
# Graduation Requirements Rubric

<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></td>
<td>World History</td>
<td>U.S. History</td>
<td><strong>Over 20 Classes - Many honors options available</strong></td>
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<tr>
<td></td>
<td>Sociology (1 semester)</td>
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<tr>
<td><strong>Fine Arts</strong></td>
<td>Art, Culture, and Identity</td>
<td>U.S. Literature</td>
<td>1 UC Visual &amp; Performing Art (year-long course) required; remaining credits may be filled with semester or year-long courses.</td>
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<tr>
<td></td>
<td>Drama, Music, and Visual Arts (¾ year)</td>
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<td><strong>Introductory and advanced coursework available in both visual and performing arts and include drawing, painting, 3D art, architecture, digital art, film, photography, theatre arts, dance, and vocal and instrumental music.</strong></td>
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<td>(Classes of 2021-22 only)</td>
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<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>
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<tr>
<td></td>
<td><strong>Computational Thinking</strong></td>
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<tr>
<td></td>
<td>(1 semester)</td>
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<td></td>
<td><strong>(Class of 2023 and after)</strong></td>
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<td></td>
<td>Students may double up in math; 4 years of math recommended</td>
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<tr>
<td><strong>Science</strong></td>
<td>Physics</td>
<td>Chemistry</td>
<td>Biology</td>
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<td><strong>(Requirement may be waived upon transcript review for students transferring after 9th Grade)</strong></td>
<td>Courses that may be taken any time after 9th Grade: Art and Science of Making, Engineering I</td>
<td>Course options for Grades 11 and 12: Advanced Physics (H), Advanced Biology (H), Advanced Chemistry (H), Applied Science &amp; Engineering (H), Environmental Science, Intro to Organic Chemistry, Medical Problem Solving, Public Health &amp; Vulnerable Populations</td>
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<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>
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<td></td>
<td><strong>World Language options include: French, Spanish, or Mandarin Chinese</strong></td>
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<td></td>
<td><strong>Course sequence: I, II, III, III Honors, IV - Culture and Communication, IV Honors, AP</strong>*</td>
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<td>*<strong>if offered</strong></td>
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<tr>
<td><strong>Physical Education/Athletics</strong></td>
<td>PE options include basketball conditioning, strength and conditioning, hiking, ultimate frisbee, yoga, and dance. Athletic options include Badminton, Baseball, Basketball, Cross Country, Golf, Lacrosse, Sailing, Soccer, Swimming, Tennis, Track &amp; Field, Volleyball, and Wrestling. Team sports receive two quarters on PE credit. Dance can be taken for Art or PE credit.</td>
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<tr>
<td><strong>Community Service</strong></td>
<td>On-Campus Project + One-Day Off-Campus</td>
<td>Structured Off-Campus Project</td>
<td>Individual Project</td>
<td>Individual Project</td>
</tr>
<tr>
<td><strong>Athenian Wilderness Experience - AWE</strong></td>
<td>Spring: Death Valley or Summer: High Sierra</td>
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<tr>
<td><strong>March Term</strong></td>
<td>All students are required to take an immersive 3-week March Term course each year.</td>
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</tbody>
</table>

We are excited to share the course offerings for the 2020-2021 school year.

Please note: All courses are UC approved and 0.5 units per semester unless stated otherwise.
Mathematics

All students entering The Athenian Upper School 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. Please note: for the courses that require the use of a graphing calculator, the math department recommends the TI-89 and TI-84 models.

Algebra I
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, students who have maintained an A in both semesters may be recommended by the teacher to take both Geometry and Algebra II the following school year.

Geometry
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 congruence 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 proof 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
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, and systems of equations. Students master algebraic skills and improve their problem solving abilities. A scientific calculator is required.

Algebra II (H)
Prerequisite: A teacher recommendation AND Geometry and Algebra I with a grade of A- or better each semester. All students must pass an Algebra 2 Honors readiness exam. The student must maintain a C to remain in the class.
Students are expected to enter this course with a solid understanding of Geometry and Algebra I topics. Algebra II (H) is a demanding and rigorous course covering the same topics as Algebra II (see above) in greater breadth and depth. Taking Algebra II (H) entails additional coursework as well as more rigorous assessments. Conceptual understanding and synthesis of material is emphasized. This course is preparing students to advance into Precalculus Honors. A scientific calculator is required.

Precalculus
Prerequisite: Algebra II with a C- or better each semester.
This course is solid preparation for college level math courses. Topics covered in this course include a review and extension of those covered in Algebra II, as well as conic sections, functions, graphing techniques, polynomial functions, trigonometric functions, the polar coordinate system, vectors in two dimensions, sequences, and series. Trigonometric study will emphasize geometric applications, graphing sinusoids, exploiting identities, solving equations, and modeling harmonic oscillations. A scientific calculator is required; a graphing calculator is recommended.

Precalculus (H)
Prerequisite: A teacher recommendation AND Algebra II Honors with a B- or better each semester OR Algebra II with an A-, 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 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 topics covered in Algebra II as well as more in depth study of conic sections, functions, graphing techniques, polynomial functions, trigonometric functions, the polar coordinate system, the polar form of complex numbers, vectors in two and three dimensions, sequences, and series. Trigonometric study will emphasize geometric applications, graphing sinusoids, exploiting identities, solving equations and inequalities, and modelling harmonic oscillations. Students are expected to develop a facility in working with a variety of functions, including trigonometric functions and their inverses. A scientific calculator is required; a graphing calculator is recommended.

Applied Calculus
Prerequisite: Precalculus with a C- or better each semester.
This is an introductory course to differential and integral calculus presented through the lens of real world applications. Many necessary algebraic skills will be reviewed. The concept of a limit will be defined intuitively. The derivative, antiderivative, and definite integral will be well defined, however their application and interpretation will be emphasized over calculation techniques. Situations students will be limited to those that can be described by polynomial, rational, exponential, and logarithmic functions. Students will be encouraged to use technological tools with a focus on using them to help clarify and fine tune student’s mathematical intuition. Throughout the course, using and transitioning between graphical, symbolic, verbal, and numeric representations of models will be stressed. The course will include projects.

AP Calculus AB
Prerequisite: A teacher recommendation AND Precalculus Honors with a B or better each semester OR Precalculus with an A- while also earning a solid A in at least one semester OR Applied Calculus with an A- or better each semester. Additionally, those students coming from Precalculus or Applied Calculus must complete two problem sets during the spring semester and pass an AP Calculus readiness exam. The student must maintain a C average to remain in the class.
This course prepares the student for the Calculus AB advanced placement examination. Two main topics covered in depth are differential and integral calculus, and their applications. Students who successfully complete this course will be expected to take the Advanced Placement Exam for Calculus AB. A graphing calculator is required.

AP Calculus BC
Prerequisite: Grade of B- or better in AP Calculus AB each semester. The student must maintain a C average to remain in the class.
This is a rigorous, in-depth study of differential and integral calculus in one variable. Besides reviewing the basic concepts and techniques learned in Calculus AB, we will examine their theoretical underpinnings. Other topics studied will include more advanced integration techniques, applying integration to find geometric quantities like surface area and arc length, applying all techniques to analyzing functions described parametrically or as vector valued functions or in polar coordinates, infinite sequences and series, Taylor polynomials, solving separable differential equations, and techniques to approximate solutions to more complicated differential equations. Fluent mathematical writing will be stressed throughout with a focus on clarity, conciseness, and completeness. Students who successfully complete this course are expected to take the Advanced Placement Exam for Calculus BC. A model graphing calculator is required.
Multivariable Calculus will begin by exploring vector geometry and functions in more than one variable. Then, 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 a number of tools from single-variable to multivariate calculus, we will explore topics of optimization and geometric applications in areas including physics, economics, probability, and technology. We will expand our fluency with topics to address vector fields and parametric functions, and we will understand applications of Green’s and Stokes’ Theorems. We 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.

Entrepreneurship, Engineering, Computer Science

Entrepreneurship I
This course is offered during the elective period.
Entrepreneurship I is a project-based course in which students are introduced to skills and concepts relevant to building an innovative and successful business. The course emphasizes innovative problem-solving and creating positive social impacts. Students will learn skills including building financial models, focus group studies, customer discovery, rapid prototyping, marketing, pitching, and iterative design. Students will also learn from case studies and startup founders from diverse industries. Working in small teams, students will build their venture from conception to pitching a working prototype. Finally, students are expected to help Athenian host the Danville Live Pitch of the Diamond Challenge, a global pitching competition for high school students sponsored by the University of Delaware.
Entrepreneurship II/III/IV

This course is offered during the elective period.

Prerequisite: Entrepreneurship I

Entrepreneurship II/III/IV is a project-based course in which students experience the process of building a business venture. The course will build on concepts and skills from the introductory course including social entrepreneurship, founder self-analysis and matching, customer discovery, rapid prototyping, targeted communications, and iterative design. Students will also learn through case studies by engaging with startup founders from diverse industries. Working in small teams, students will build their venture from conception to pitching a working prototype. Both class time and homework will be spent working independently on the ventures. Finally, students are expected to play a significant role in helping Athenian host the Danville Live Pitch of the Diamond Challenge, a global pitching competition for high school students sponsored by the University of Delaware.

Introduction to Computer Science

Semester long course offered in both fall and spring.

In this course students are introduced to programming using the Python programming language. Essential questions we will try to answer include: how does the computer store and process information, how does software and hardware work together, and why do I need to change my Athenian password every six months? In addition to exploring these essential questions, students will start to understand what computer code can and cannot do. We take an “objects in the middle” approach so students first gain some basic proficiency with coding including data types, variables, logical expressions, if-else statements, loops, arrays, recursion, and functions. Once students are comfortable writing procedural programs, we dive into object-oriented programming design. Students will be introduced to core object-oriented design principles such as encapsulation, inheritance, and information hiding. Programming project topics include cryptography, digital image manipulation, video games, simulations, fractals, maze solving, cellular automata, and artificial intelligence. This course is a prerequisite for AP Computer Science.

AP Computer Science

Prerequisite: Introduction to CS course with an A- or better each semester OR a passing score on the AP CS readiness exam in late April (the passing score to be determined by the math department). This course is available for juniors and seniors as well as for sophomores by department approval. The student must maintain a C average to remain in the class.

The AP Computer Science course is a continuing course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and, when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course.

Computer Science: Data Structures (H)

Semester long course, offered in the fall only.

Prerequisite: AP Computer Science class with a B or better each semester. The student must maintain a C average to remain in the class.

Data structures describe the different formats programmers and computer scientists use to store information on a computer. Up to this point, you may have only learned one type of data structure: the array. But why can’t we use arrays to store all our data? You will learn the answer to this question as we explore other data types including stacks, queues, linked lists, graphs, trees, heaps, and hash tables. By the end of this term you will have written programs that implement spell checking, word autocompletion, and operator parsing. We will also write a Markov text generator that intelligently generates a piece of unique, readable text using computer code. We end the term with a final project of your choice, where you can apply some of the new tools you have learned in this seminar. The projects will be coded using the Java programming language.

Computer Science: Algorithms (H)

Semester long course offered in the spring only.

Prerequisite: AP Computer Science class with a B or better each semester. The student must maintain a C average to remain in the class.

An algorithm is the set of procedures applied to data structures to solve a problem efficiently. This course covers some of the classic algorithms and programming paradigms in the field of computer science. We will cover important programming techniques such as greedy algorithms, divide & conquer, dynamic programming, and network flow. Some algorithms we will study include route planning algorithms such as depth-first search, breadth-first search, A* algorithm and Dijkstra’s algorithm. We will also examine some essential computer science problems such as the Knapsack Problem and Traveling salesman Problem, and we will finish the semester with an overview of NP-complete problems. All projects will be coded using the Java programming language.

Engineering I

Prerequisite: Physics (transfer students who have not taken 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. This year-long project-based course will dive deep into the three pillars of engineering: mechanics, electronics, and computing. You’ll 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 all you need to go from idea, to design, to working prototype. Half of the course will focus on short-term projects aimed at introducing you to structure and mechanism design, electronics prototyping, and microcomputers. The remainder 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.

Applied Science and Engineering (H)

Prerequisite: Engineering I or one year of Robotics (200+ hours) and recommendation from the Robotics Director or the equivalent.

This 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 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 focused mini lessons 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.
Students are expected to take each course for the full year. For information on prerequisites, look at the course descriptions. Placement of students into honors level courses is dependent on available space in the allocated course sections. Most courses accommodate 16 students per section. Faculty recommendations are only an assessment of student ability and are therefore indicative of the course options for which they are qualified. If student requests exceed the available space in a course, placement will be determined by academic performance, faculty recommendation and, if necessary, a placement test. Students may request more than one science class but should indicate their priorities on their request forms. Space is limited, and we prioritize making sure every student who wants one receives a space in one science class. Requests for additional science classes will be granted only after making sure each student has a space in one class.

**Physics**

**Prerequisite: All ninth graders will take Physics. Students must be concurrently enrolled in Algebra I or higher.**

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 and is a prerequisite for chemistry.

**Chemistry**

**Prerequisite: Algebra I and Physics with a grade of C- or better.**

This course is an introduction to chemistry. The approach to learning in this course is through lectures, laboratory experiments, scientific writing, projects, and demonstrations. It is recommended that students entering this course have a firm understanding of the metric system, unit analysis, significant figures, algebraic manipulations, and computer competency. This course seeks to 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. This is a partially “flipped” class, where students watch videos for homework. This course is a prerequisite for biology.

**Biology**

**Prerequisite: Chemistry with a grade of C- or better.**

This course is an introduction to biology, the study of life. It aims to stimulate students to 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. This course is a partially “flipped” class, and work includes preparation videos, lectures, laboratory work, hands-on activities, field work, formal lab reports, quizzes, and tests.

**Anatomy and Physiology**

**Prerequisite: Chemistry and Biology with grade of B- or better each semester, and an instructor recommendation.**

This course is an introduction to human anatomy and physiology. It is designed to familiarize students with the structures and functions of the human body through a detailed study of multiple body systems. Course work will involve reading and writing assignments, lectures, labs, projects, and in-class activities. Lab work will include microscopic analyses of tissue specimens and several dissections to accompany the subject matter, as well as many hands-on activities in which students will use their own bodies to learn about specific structures and phenomena. Homeostatic balance, the relationship between structure and function, and interrelationships between body systems will be emphasized throughout the year. Students entering the course are expected to have a firm understanding of basic biochemistry, pH, cell biology, and membrane transport. This class is recommended for students interested in a health-related career, especially those students who plan to study medicine, nursing, physical therapy, or athletic training.

**Art and Science of Making**

**Prerequisite: None. This course augments concepts taught in the first semester of introductory physics and provides a deeper understanding of physics.**

This is an interdisciplinary, project oriented course that combines skills in shop craftsmanship, applied science and artistic expression. The objective is to give students the confidence to build an instrument, understand how it works and have the confidence to use it for creative expression. This year we will build and learn to play a cigar box while considering the interplay between music theory and the physics of waves, resonance and sound.

**Astronomy**

**Prerequisites: Physics and Chemistry, Algebra I and Geometry.**

This course is an introduction to astronomy and astrophysics, as well as our species’ 10,000-year quest to explore and find a personal connection to the cosmos. Students will learn to identify the objects and constellations visible in the night sky, and complete repeated nighttime observations from home as the sky changes over the course of the year. The course will include a few nighttime class sessions on campus, as well as field trips to a local planetarium and amateur astronomy club events. Students will also learn about the chemistry and life cycle of stars, and our current understanding of the physics of the universe, from the Big Bang to galaxies and black holes. Finally, students will learn about the human urge to understand and explore our place in the universe, beginning with ancient legends and culminating with modern space exploration.

**Environmental Science**

**Prerequisite: Chemistry and Biology**

This course introduces environmental sciences and takes a systems approach to the study of the earth. As such, students will utilize their knowledge from physics, chemistry, and biology, in addition to their knowledge and skill set 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.

**Advanced Biology (H)**

**Prerequisite: Completion of Athenian Biology course with a grade of A- or better each semester and a teacher recommendation.**

This is a rigorous course focused on biochemistry, molecular biology, microbiology, immunology, and biotechnology. A number of 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 help students strengthen their 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. This is an advanced course, so students should be curious, highly motivated, and they should have the desire and discipline to question, think, solve problems, and work independently.
Advanced Chemistry (H)
Prerequisite: Chemistry with a grade of A- or better and an instructor recommendation.

This course is a college level, math based investigation of the principles of general chemistry. Students will complement their investigation into chemistry principles with regular inquiry-based lab activities. Topics covered will include: electronic structure of atoms, chemical bonding and molecular structure, properties of solids, liquids, and gases, chemical reactions, thermodynamics, kinetics and equilibrium, and redox and electrochemistry. Students will gain a deeper understanding of and appreciation for how interactions at the atomic and molecular level influence macroscopic properties and will leave prepared to study more advanced science topics in the future. This is an advanced course, so students should be curious, highly motivated, and they should have the desire and discipline to question, think, solve problems, and work independently and collaboratively.

Advanced Physics (H)
Prerequisite: Conceptual Physics, and recommendation from current science teacher. Pre/corequisite: 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.

Public Health & Vulnerable Populations - BlendEd

This is a non-honors, semester-long course, offered only in the fall.

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 11-year difference in life expectancy. Folks getting off the train and living in neighborhoods near BART’s Walnut Creek station live on average 84 years, while folks that exit at and live near the Oakland City Center station live on average only 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.

There will be three whole-class face-to-face sessions and at least one off-campus face-to-face meeting with a teammate. During our first face-to-face trip on Saturday, September 9th we will be doing a neighborhood health assessment in the Bayview-Hunters Point Neighborhood of San Francisco. On Saturday, October 17th we will volunteer in the native plant nursery at the Literacy for Environmental Justice in the Candlestick Point State Park Recreational Area from 9:45am - 1:30pm. Our final whole-class face-to-face trip will be to the Social Emergency Medicine Department at Highland Hospital in Oakland. The exact day of this trip has yet to be determined, but it will likely be from 3:45pm - 6:30pm on a weekday between the dates of Tuesday, December 2nd through Wednesday, December 9th. Additionally, students will be expected to collaborate with a team on the Just Video Project outside of school hours at a time and location that is convenient for the team between Tuesday, October 27th through Monday, November 16th. Students will also be expected to attend one virtual meeting roughly every other week on either Tuesday or Wednesday for one hour.

Case Studies in Medicine - BlendEd

This is a non-honors, semester-long course, offered only in the spring.
Prerequisite: Two years of high school science.

This course uses medical case studies as vehicles for studying the anatomy and physiology of the human body. For each unit of study, students will be responsible for researching an aspect of the body system in question and for putting together a video presentation to educate the other members of the class. These presentations, along with some additional research, will be used by students to make a diagnosis and treatment plan relative to the case study in question. Through this process, students will apply the general knowledge they have gained to a specific medical problem. Students will be expected to conduct independent research to produce their presentations in addition to working collaboratively on case study diagnosis. Weekly zoom sessions will be for short presentations, Q&A and case study discussions. At the end of the course, students will have a basic working knowledge of the major systems of the human body and how they work together to keep us healthy.

Online Meetings: The entire class will meet via Zoom once per week in the evening. Generally, this is scheduled on a Monday, Tuesday, or Wednesday at around 7:30 or 8:00 p.m. These meetings will run for 1 hour during which the instructor will answer student questions, students will make short presentations and the case study will be discussed. As these meetings are critical for keeping the class connected and updated, any interested student should be able to commit to this requirement. On occasion, a virtual meeting may be scheduled to accommodate a guest speaker in the medical field. Zoom sessions may also be scheduled directly with the instructor by an individual student or small student group for purposes of tutorial assistance or general Q&A.

F2F Meetings: There will be 5 face-to-face (F2F) meetings scheduled during the course. The dates of these meetings depend on the availability of medical professionals in the Bay Area and so will be firmed up as the start of the course nears. All F2F events will take place on Saturday mornings between the hours of 9 - 12, not including travel time to and from the destination. Of the 5 scheduled events, students will be required to attend a minimum of 3, though students will benefit from attending them all. This allows for illness and other scheduling conflicts that may arise. Students are responsible for their own transportation. As these events are central to the course, any interested student should be able to keep Saturday mornings relatively open from January to May.

Introduction to Organic Chemistry - BlendEd

This is a non-honors, semester-long course, offered only in the fall.
Prerequisite: 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 carbon, functional groups, hydrocarbons, determining molecular structure via a variety of lab techniques, reaction mechanisms, and biochemicals. Organic chemistry is considered to be one of the most challenging and difficult college science courses, and certainly one aim of this BlendEd class is to at least partially allay student fears prior to encountering organic chem in college!

Students will work both individually and collaboratively on homework, problem sets, assessments, and projects. Molecular modeling will be emphasized. We will get together at College Prep for four 2-3 hour sessions evenly distributed throughout the semester. Three of these meetings will take place on Saturday mornings and the last meeting will be a culminating event during the last week of the course, with exact dates to be determined in consultation with the students. During these sessions, we will work collaboratively answering your questions, solving problems, doing experimentation, planning projects, and educating one another via presentations at the culminating event. Students must attend a minimum of 3 of the 4 in-person events to pass this class. Weekly online virtual classes (typically 30-60 minutes long) offer opportunities to develop the course community, answer questions about the material, introduce new concepts, and to reinforce present material through group problem-solving.
World Language

French

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

French II continues the work begun in French I 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
Prerequisite: 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. In addition, we 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 (H)
Prerequisite: Completion of French 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 French III regular course and has obtained a grade of A- or higher, may ask departmental permission to take the French III honors course. This requires the recommendation of the French III and French III Honors teacher.

Students selected for French III Honors have achieved a high level of mastery of the basic concepts introduced in earlier courses. In French III Honors, the students will refine grammatical concepts introduced in our first- and second-year courses and learn new structures. They will also build vocabulary through a variety of readings (poems, articles on the internet, short stories, and songs). In addition, the study of French and francophone culture forms an integral part of the curriculum. By interweaving language structure, literature and culture, the course strives to broaden effective oral communication and writing skills while simultaneously deepening an appreciation of and sensitivity to the French-speaking world. A high level of competency in all four skill areas (speaking, listening, reading, and writing) is expected.

French IV (H)
Prerequisite: Completion of French III Honors with an average grade of A- or higher and permission 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 intellectual horizons and develop respect and appreciation for differences. Grammar review, vocabulary building, reading, and written expression are important components of this course, and project based learning is emphasized.

French AP
Prerequisite: Completion of French IV (H) with a grade of B+ or above and by recommendation of the Foreign Language Department.

In this challenging course students are expected to work at the highest levels in each of the skill areas of speaking, reading, listening comprehension and writing. To help students prepare for the exam, students build skills necessary to communicate in real life situations using three modes of communication: interpersonal, interpretive, and presentational. There is a focus on getting 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.

Spanish

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

Spanish II
Prerequisite: Completion of Spanish I with grade of C or better or by permission of the World Language Department.

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
Prerequisite: 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 (H)
Prerequisite: Completion of Spanish II in an independent high school with an average grade of A- and recommendation of the World Language Department.

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

Spanish IV: Communication and Culture
Prerequisite: 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.

Mandarin Chinese

Chinese II
Prerequisite: 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 in Chinese I with an emphasis on improving and refining the basic skills of communication. Students will learn listening, speaking, reading, and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Students will learn to express themselves using an 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.

Chinese III (H)
Prerequisite: Completion of Mandarin II in an independent high school with an average grade of A- or higher and by permission of the World Language Department.

This course expands and refines 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 mediums so that students can experience the world of communication in a Chinese-speaking society and to read and write with common vocabulary. Mandarin is spoken exclusively in class.

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

This course expands and refines 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 mediums so that students can experience the world of communication in a Chinese-speaking society and to read and write with common vocabulary. Mandarin is spoken exclusively in class.
Chinese IV

Prerequisite: Successful completion of Mandarin III in an independent high school with an average grade of B+ or higher and permission of the World Language Department. Note: In some circumstances a student who has completed the Mandarin III (H) 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 (H) 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.

Core Literature Classes for Grades 9 and 10

World Literature
Required for 9th grade students.

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.

United States Literature
Required for 10th grade students.

US Literature is a course that, in conjunction with US 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.

Core History Classes for Grades 9 and 10

World History
Required for 9th grade students.

This course is designed to lay a foundation for subsequent study of history in high school and beyond. The class will explore major historical movements around the world from the middle ages to the present. Areas of focus will include Africa, East & South Asia, the Middle East and Latin America. By looking at these varied parts of the world, the course will address histories often neglected in Western-focused history courses. It will explore the interaction among these different regions of the world by focusing on cultural development, decolonization, and globalization. Along the way, students will master skills essential to the craft of history: reading and interpreting primary and secondary sources, finding salient information through skilled researching, forming an argument from a collection of sources, and expressing ideas clearly both in writing and class discussions and presentations. The year will end with a comprehensive research essay that encapsulates the skills that the students have built all year. In a broader sense, by exploring many perspectives from the past, this course should inspire students to look closely at their own perspectives, biases, and beliefs so that they enter the world with a well-developed sense of cultural empathy.

Sociology: Self & Society
This semester-long course is required for all 9th grade students.

Self & Society is a scientific examination of self, society, social relationships, sexuality, social interactions, and culture. The course focuses on guiding students towards a greater understanding of self, society, and how the self fits into a functioning society. Other themes explored are mental health, learning differences, cultural competence, gender, the gender spectrum, and the implications of diversity. Course skill building is centered on research, writing, and presentation. Students will learn database-based research, surveying, and field research techniques and hone these skills through societal research projects which utilize The Athenian School as a lab space.

United States History
Required for 10th grade students.

Students explore the complexity and richness of the “American Experience” through examination of the historical, political, and economic forces that shaped the U.S. as it evolved into its present day state. Students will 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 move 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 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.

Chinese AP

Prerequisite: Successful completion of Mandarin III (H) in an independent high school with an average grade of A- or higher and by permission of the World Language Department. Note: In some circumstances 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 (AP) course. This requires the recommendation of the Mandarin IV and Mandarin (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 to 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.
**ESL Core Literature Classes for Grades 9 and 10**

**ESL Literature and Study Skills**

*Prerequisite: None. Open to students in Grade 9 or by recommendation.*

This intermediate level integrated skills course based on World Literature is 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 how to analyze the overall meaning of texts. Students will read short stories and one novel which will serve as content for the skill areas of focus. In addition to reading, 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 academic, social, and cultural classroom expectations at The Athenian School and beyond.

**ESL World History**

*Prerequisite: None, open to students in Grade 9 or by recommendation.*

This is a year-long American history course for international students 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. As we study the history of the United States, students 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 international students to succeed in both sheltered US History as well as mainstream history seminar classes. Skills taught include reading, research, writing for history, critical thinking, grammar, and vocabulary development.

**ESL Core History Classes for Grades 9 and 10**

**United States Literature (Sheltered)**

*Prerequisite: None. Open to students in Grade 10 or by recommendation.*

This is an advanced level integrated skills course based on US 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.

**Literature Electives**

**Journalism**

This course is not UC approved. It is offered during the Elective period and taken for a letter grade.

Students in Journalism are primarily responsible for producing *The Pillar*, the Athenian school newspaper. All students begin by learning the basics of gathering information, interviewing sources, writing leads, and structuring news stories; every student will write at least one article for each issue of *The Pillar*. In addition to reporting, students will also take on important newspaper roles such as those of copy editor, designer, and photographer.

**Speech and Debate**

This course is not UC approved. It is offered during the Elective period and is given a Pass/Fail grade.

This course will help students prepare for and compete in public speaking and debate competitions. Students taking this course will develop the skills they need for the following speaking events in expository, oratory, advocacy, extemporaneous, impromptu, and interpretation and/or multiple styles of debate. There are tournaments in both the fall and spring, with possible participation in state and national finals depending on placement through league events.

**Literature Seminars**

Each seminar is one semester long. Open to all 11th and 12th grade students.

**ENG 1: Writer’s Workshop**

This course is non-honors. Enrollment is based on recommendation from Humanities teachers.

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.

**ENG 3 (H): Classical Greek Literature**

In this course, we will explore ancient Greek literature in a spirit of inquiry, examining and interrogating classical Greek approaches to seeing and understanding the world. We will consider questions about the nature of freedom, justice, and obligation; the contours and perils of desire; the challenges of representation and persuasion; and the limits of self-knowledge. Texts may include plays by Sophocles, Aeschylus, Aristophanes, and Euripides; works of lyric poetry by Sappho and Pindar; Homer’s epic poem, *The Odyssey*; and works of literary theory both ancient (Aristotle, Longinus) and modern (Anne Carson, Susan Stewart).
ENG 4 (H): Race in the USA

The Bay Area is a diverse place, with people of all backgrounds and identities and the most innovative companies in the world. This course will explore narratives rooted in “racial” (in quotes to highlight that this is a colonial construct and an impactful phenomenon we will explore) identities in the United States. Students will read works by native writers, Latin(x) writers, and writers of Asian and African descent, among other works, looking to our present moment with regard to “race” and political economy. Students will ultimately write their own annotated memoirs, referencing readings and their own evolving understandings of how “race” impacts one’s identity, informs others’ perceptions of us, and has shaped the broader culture.

ENG 6 (H): Plato

The purpose of this course is to introduce the student to the philosophy of Plato. This will include a study of and participation in the Socratic method of dialogue. Students will be exposed to the elements of argument and syllogistic thinking and will discuss such topics as truth, knowledge and ignorance; justice, good and evil; love and beauty; and the relation of all of these aforementioned realities to being Students will read Plato’s Euthyphro, Apology, Crito, Meno, parts of both the Republic and Symposium.

ENG 8 (H): Shakespeare

This course invites you to explore Shakespeare’s poetry and drama through the lens of history and culture – both Shakespeare’s and our own. We will examine how Shakespeare both drew upon and reshaped the political, religious, and social context of Renaissance England, and investigate how Shakespeare’s plays might have been presented on stage, studying historical performance practice, and proposing our own stagings and interpretations. The course may include a local trip to see a live performance.

ENG 10 (H): Literature of South Asia

The subcontinent is vast and complex with an ancient history, diverse population, and a thriving literary tradition, ranging from such ancient epics to contemporary best-selling novels. Through 20th and 21st century texts and film, this course will endeavor to bring students a greater understanding of India and its neighbors, the diversity of its people and its literature, exploring such topics as the aftermath of colonialism, religious and class conflict, and the tension between maintaining tradition and navigating the changes of modernization and globalization. We will also have the opportunity to take a field trip to a Hindu temple and a Sikh gurdwara. Texts may include: The Inheritance of Loss (Sanjana Desai), Partitions, a Novel [by Amit Majmudar]; short stories by Saadat Hasan Manto and Rohinton Mistry; and the 2011 film “Dhobi Ghat” (directed by Kiran Rao). Please expect a healthy amount of reading each night as this course receives honors credit.

ENG 13 (H): Poetry

This course traces the development of the modern and contemporary poetic voice in order to help students acquire a deeper appreciation of poetry and its power to express both personal and cultural concerns. We will learn about the social, political, and literary forces that led to specific movements in poetry, including poetry from the last two decades. Although our investigation will be primarily focused on American poets, we will additionally analyze relevant poetry from all over the globe. Our exploration will include a study of the thematic and formal work of these poets and their interests in these 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. Ultimately, through the review of poetic techniques, this course aims to foster a love and excitement of poetry’s complexity.

ENG 14 (H): Bay Area Literature

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 Dashiell Hammett to the avant-garde poetic techniques of the Language poets. In this course, we will explore the rich literary history of Northern California, paying particular attention to the social, historical, and political forces that shaped the voice of this part of the country. We 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. We will also use the literary resources available to us, including local authors, readings, bookstores, publishing houses, and universities.

ENG 18 (H): Good and Evil in Literature

The purpose of this course is to 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. Reading list has not been finalized. Texts being considered include: Genesis 1-3, selections from Beyond Good and Evil, The Brothers Karamazov, and Sophie’s Choice, and East of Eden.

ENG 19 (H): Asian-American Literature

We will read a selection of important works of Asian American literature to examine the relationship between the histories and stories of Asians in the United States. Students will hone skills in close reading, critical thinking, discussion, and analytical writing as they explore how history, politics, race, gender, and culture have shaped and been shaped by Asian American experiences and narratives.

ENG 20 (H): Comedy

This course explores the genre of comedy: its possibilities for solidarity, reconciliation, and forgiveness; its relationship to violence, trauma, and grief; and its capacity for critique.

ENG 21 (H): Japanese Literature

Students will read English translations of major novels, short stories, and essays from modern and contemporary Japanese writers, exploring topics such as tradition and modernity, the individual in society, aesthetics, gender roles, otherness, and translation/translatability. Students will read and discuss articles on Japanese history and culture to contextualize our understanding of the literature. Students will practice writing in a variety of forms, including short reading responses, personal reflections, and formal essays (synthesis, rhetorical analysis, and analytical).

ENG 23 (H): Renaissance Literature

The Renaissance in Europe saw cultural, social, and religious changes that reverberate to this day. This course will examine the literature that emerged out of that tempestuous period, focusing on those texts’ stylistic innovations, philosophical engagements, and political commitments. Readings may include lyric and epic poetry; plays, both tragic and comic; and works of philosophy, theology, and political theory.

ENG 24 (H): African-American Literature: Thought Experiments

This course will read critical and fictional texts by African-American authors who present new literary devices for exploring race and identity. We’ll cry, laugh, laugh to keep from crying, imagine new possibilities and literary figures, and most importantly enrich our understanding of ourselves and this country through the exploration of incisive African-American texts.
ENG 27 (H): Science Fiction

Works of science fiction function both as mirrors and windows, capable of reflecting life back to readers with stark clarity, while also providing a powerful means of imagining alternatives to the world as it is, and has been. Yet science fiction has been an understudied genre in academia, long dismissed as simplistic, inartful, or formulaic. In this course, 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 (among others): 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?

ENG 28 (H): Literature of Truth and Power

We live in a society where objective truth has become “fake news”, bringing into question the role of power in shaping truth in the modern era. What constitutes the truth? What role does power play in determining our truths? This course will examine how power has shaped what society considers to be “true” and how the American desire to create one’s own reality has helped create the cultural phenomenon known as the post-truth era.

ENG 43 (H): Buddhist Thought / Eastern Faith Literature

The course will take a threefold approach to understanding Buddhist thought: historical, philosophical, and experiential. The cultural/historical approach begins with an examination of the context of Buddhism as it develops in ancient India, and students will study Buddhist cosmology, the life story of the Buddha, and the teachings of the Buddha through primary sources. Students will also study the spread of Buddhism through Asia and the West. Second, students will study key aspects common to all schools of Buddhism, such as the Three Marks of Existence, the Four Noble Truths, the Eightfold Path, and the Four Brahma Viharas. Students will read excerpts from suttas that introduce these ideas and explore these concepts more deeply through the commentaries of contemporary Buddhist practitioners. Lastly, the experimental component of the course requires students to engage in a daily mindfulness meditation practice and journal reflection. Students will experiment with other mindfulness and Vipassana practices, as well as metta (loving kindness) practice designed to cultivate compassion for oneself and others, as well as practices on generosity and gratitude. Students will also write reflections to investigate how the teachings of the Buddha might be relevant to understanding the nature of suffering and happiness in their own lives. The course culminates with a dharma talk teaching which students will write and deliver orally to the class, synthesizing all three of the class components.

ENG 45 (H): Literature of War, Ethics, and Human Nature

Through reading contemporary literature, this course explores the image, reality, and morality of warfare. Students will examine multiple perspectives on historical events leading to war and reconciliation, ultimately focusing on broader questions of how the memory of war is re-shaped and the morality of war itself.

ENG 47 (H): Environmental Literature

The process of observing the natural world and by extension, observing oneself, has significantly shaped American identity. Students in this course will focus on conservationist and naturalist authors, including Romanticists, 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 be able to commit to one evening of stargazing on campus, occasional hikes during long periods, as well as a one-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.

ENG 55 (H): The Bible as Literature

The purpose of this course is to look at the Bible in terms of the history of its compilation, its various literary forms, some of its major themes and its influence as one of the world’s “sacred texts.” This course will explore various selections from the Hebrew Bible (Old Testament), e.g., the Creation narratives, the story of the “fall” of Adam and Eve, the stories of Noah and Abraham, the story of Moses and the Exodus, and the New Testament, i.e., parts of the Synoptic Gospels, the Gospel of John, the Acts of the Apostles and a few letters from Paul. These will be analyzed from a literary approach (rather than a theological one) examining characters, themes, and language to familiarize students with some of the most foundational stories in Western literature.

History and Social Science Seminars

Each seminar is one semester long. Open to all 11th and 12th grade students.

Fall Semester

HIST 4 (H): Holocaust

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. Texts: Michael Berenbaum’s The World Must Know: The History of the Holocaust as told in the United States Holocaust Memorial Museum, Elie Wiesel’s Night, and primary source readings.

HIST 5 (H): Election 2020

To better understand the election, this course will look at the history surrounding important the electoral process, including the role of money in politics, the controversy surrounding gerrymandering, and the role of special interest groups and advertising. Students enrolled in this course will be required to get out into their local communities to see the election close up, either through volunteering with a campaign and/or at a polling place on election day.
HIST 26 (H): Vikings and Mongols

This semester-long course will look at the history of both the Mongols and the Vikings and the impact these two cultures had on our modern world.

American Politics - BlendEd

This course is non-honors.

American Politics will examine the development of the American Republic and its institutions, and will investigate the various groups, constituencies, beliefs, and ideas that characterize current U.S. politics. Constitutional questions, political values, political beliefs, political parties, interest groups, the influence of mass media, and the effects of government and public policy both upon the states and individuals will be studied throughout the course. Because 2020 is an election year, a great deal of emphasis will be placed upon studying party politics, the presidential campaigns, and the fall’s most significant or trenchant congressional elections.

We will hold a virtual class meeting via Zoom video conferencing every week. Students will be expected to come prepared having done all assignments and ready to share and ask relevant questions. We will also use Zoom for regular small group collaborations. Students will have the chance to present their own research, and to lead discussions concerning the ongoing election.

There will be four face-to-face (F2F) meetings over the course of the term. Participation in F2F meetings is a course requirement, and students must attend all four meetings. Dates and locations are pending, but will include attending a local government session, a conversation with journalists, and a "watch party" on Election night. The first F2F will occur during the opening two weeks of the course, and the final face to face will likely happen on the last Saturday of the term at The Branson School, and will give students a chance to present their final work to one another.

Constitutional Law (H)

Inspired by the course Dyke Brown taught at Athenian called The Bill of Rights, this course introduces students to the nature of our government, and the context in which our laws are made, executed, and interpreted. Use Supreme Court cases on federalism, checks and balances, and separation of powers to help students come to understand the nature of our government and governance. Connect the organization of the U.S. government to the documents that “govern” Athenian's education and allow students to analyze how Athenian brings (or doesn’t) its stated values to life. Use the Bill of Rights to bring notions of law to life using the careful analysis of a wide range of U.S. Supreme Court cases. The course will employ a Socratic method (similar to many law schools), reflective and research-based writing, and a demand for broad participation by all students. Students will 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. Use current events to bring all these topics to life and use the co-teacher arrangement to model robust and healthy debate on topics.

#Entrepreneurship & Design Thinking - BlendEd

This course is non-honors.

We will begin with our first meeting in a BlendEd school classroom and then the subsequent meetings will involve field trips to some of the major local social media companies in order to give students a hands-on experience of seeing entrepreneurship in action. There will be 4 face-to-face (F2F) meetings over the course of the semester with exact dates and details to be announced as available. We usually participate in The Diamond Challenge (the world’s top entrepreneurship competition for high school students), as well as take an April field trip to Facebook and visit Google HQ in May for our culminating F2F.

Ethnomusicology and World Music

This course is non-honors.

This course examines music-making as a social activity—something people and groups do, listen to, and enjoy; think about, critique, censor and reform; study, collect, and put in museums; subsidize, and treat as a commodity. Students examine several cultural and geographic areas in order to compare and contrast a range of genres, styles, and musical practices across diverse historical and cultural contexts. They will also examine more globalized or “fusions” of the cultural musics that we discuss in class in addition to the “traditional” music of specific regions. Emphasis will be placed on the historical, social, and cultural contexts of music-making, as well as the formal structure and performance practice of different kinds of music—that is, on both the history and methodology i.e. “the nuts and bolts,” of many styles of music. As a class, we will develop strategies for understanding, listening, analyzing, and performance of different styles.

Students in this class are expected to complete a variety of complex and in-depth reading and listening assignments. Although, no prior level of musicianship is required, they will be expected to develop a knowledge of specialized music terminology and vocabulary in addition to historical and technical information. Mastery will be assessed through class discussions and quizzes and a final ethnographic research project.

Financial Literacy - BlendEd

This course is non-honors.

What financial skills do you need for life? How can you make financial decisions while understanding the impact on yourself and others? What financial decisions are made for us by the institutions and structures that, for better or for worse, exist today? What is our role in creating a more equitable financial world in the future?

This interdisciplinary mathematics, economics, and social science course will be organized around case studies chosen from all walks of life, circumstances, and backgrounds. We will consider the mathematics of budgeting, personal banking, credit & borrowing, renting, or owning a home, taxes and insurance while discussing the tough decisions people make along the way. We will keep an eye on the ways in which these discussions are shaped by the particular economic distortions we see in the Bay Area. Students will do weekly readings, engage in regular course discussions, attend field trips to gain real-life experience, and complete collaborative projects and/or presentations for each unit.

We will virtually meet as a class one evening per week via Zoom video conferencing for student discussions, presentations and meetings with guest experts.

Proposed field trip/in-person meetings:

- Welcome meeting + team building and group formation
- Visit to local financial institution(s), both traditional and Internet-based
- Guided Q&A with a financial advisor

Humanitas (H)

The purpose 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 then compare that to both ancient and modern "scientific" perspectives 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. We will then look at whether there is a "purpose" in human 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. Looking at some elements of sociobiology, we will ask: is there a common human good beyond survival and how might this be related to social/political activity? Or are we simply "survival machines"? 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.
Introduction to Modern Western Philosophy (H)
This course introduces students to Descartes, Hume and Kant, as the primary influences for what we now call “modern western scientific thinking.” This will require looking at the Aristotelian philosophical tradition against which modern tradition reacts. We will further look at the moral, social, and educational implications this shift in thinking has had and has to this day. This course is for those interested in a “Humanitas-like” philosophical conversation, with a deeper dive into the actual texts of the philosophers mentioned.

Introduction to Psychology - BlendED
This course is non-honors.
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 as well as reflect on how human development might be culturally defined: from Freud’s psychoanalysis theory to today’s rising interest in multicultural psychology. Course topics include the history of psychology, biological bases of behavior, learning and memory, life-span development, psychological disorders and treatments, and social/multicultural psychology.
Together, we will conduct basic experiments to illustrate our theories, engage in simple fieldwork, and connect with professionals who will share their experiences with us. We will also apply psychological understanding to promote health and wellness practices in our own lives. Students will keep a journal and regularly reflect on observations of their environment and how it affects them.
This class will hold virtual meetings on a weekly or every other week basis to discuss, debate, and present new ideas. Students’ preparation for and participation in virtual meetings is essential to creating a sense of community and enriching the learning experience of all. Students will be responsible for leading discussions around articles assigned, or debating controversial theories or findings either solo or in groups.
There will be 4 to 5 face-to-face (F2F) meetings over the course of the semester. Dates and locations are subject to guest and host availability and will be announced as available. The first F2F will occur sometime in the opening 2 weeks and the final F2F will likely fall on the last Saturday of the term.

Laid to Rest: Burial Grounds of the Bay - BlendED
This course is non-honors.
All cultures have specific rituals for laying their dead to rest. Cemeteries, shell mounds, and mausoleums are intended to be places for eternal peace, but the history of cemeteries is lively and often controversial. In this course, students will learn about the history of burial practices and explore Bay Area cemeteries. By examining headstones, architecture, land use, and symbols, we can glean history, culture, and social priorities throughout time. From the rich and storied past of the Mountain View Cemetery in Oakland to the development of housing, parking lots, and shopping malls on sacred Ohlone burial grounds, the Bay Area provides insight into cemeteries that represent a variety of cultures, religions, histories, and controversies. Students will visit multiple local sites and design a research project of their own to contribute to a class website. Topics may be historical, cultural, scientific, or other in discussion with the instructor. Research time and check-ins will be built into the structure of the course. Students will also be expected to do an independent field research trip in relation to their project.
Meeting requirements:
● We will have three face to face meetings throughout the semester.
● Two mandatory all-class field trips will take place on September 12th and December 5th.
● Students must attend at least one additional field trip with the instructor from a set of optional dates to be determined at the start of the semester.
● Weekly virtual classes will alternate between full class discussions and time for individual research check-ins.

Macroeconomics (H)
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 (H)
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.

OakTown: A Deep Dive - BlendED
This course is non-honors.
This experiential course will study the legacy of political organizing, sports, and cultural/musical expressions of Oakland, CA. Given the vast and rich history that the city of Oakland has, this is an enlightening experience for students who will meet and work with a range of significant contributors to Oakland’s legacy while studying different aspects. Having lived and worked in “The Town” for 20 years, the instructor will be utilizing personal connections and resources to create a dynamic course. We will examine the current dynamics of gentrification which has impacted Oakland. Students will learn about the politics, economics, sociology, and urban planning that have played a role in changing the culture of “The Town.” We will also do a community service project engaging the homeless population in a respectful and productive manner.
F2F Meetings:
● Interactive visits to the Oakland Museum of California, the African American Museum, and Library in Oakland
● A day of service with the homeless population of Oakland; working with the Village Collective
● An interactive exploration of Jack London Square & Lake Merritt
● Visit a historically significant music recording studio (Hieroglyphics Emporium)

Social Psychology (H) - Athenian Nexus Course
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. Students will apply social psychology in the real world in a variety of settings, engage in discussion, conduct research, and write reports/papers.
Public Health (H) - Athenian Nexus Course

Social epidemiology, a subfield within the arena of public health, examines the socio-political-psychological factors that can exert powerful influences on health. It is a critical field of study given that these “upstream” variables are often unrecognized influences of disease. This course will identify and examine the social determinants of health. Questions that will be considered are:

1. How does social class, race/racism, and historical trauma impact health?
2. What data sources exist or can be leveraged to measure the health of a community; and
3. What tools at the individual, neighborhood, and policy level exist to affect change?

World Film & History

This course is non-honors.

Designed as an alternative to Filmmaking, this course will look at modern world history through global films and end with a research paper and documentary film on a global event.

Fine Arts

Performing arts classes (Dance & Performance, Concert Choir, Instrumental Music Ensemble) can be taken for one semester, in the fall or spring, but must be taken as a yearlong course to meet UC eligibility requirements.

Yearlong Courses

2D Art

Dive into color, line, and form through an exploration of two-dimensional art techniques using a wide variety of media. This course will help 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 improve and develop their skills at any level and 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, encaustics), drawing (graphite & pencils, pen & ink, washes, charcoal, pastel), printmaking (dry point, etching, collagaph, 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 slide 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 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.

3D Art

This class will explore projects that utilize conceptual ideas to generate a process for creating three-dimensional art. Students will learn how to analyze and create two-dimensional artwork and use that work to design three-dimensional sculptures and installations. We will examine art movements and artists’ work especially the cubist movement and concepts of juxtaposition, montage, abstraction, and geometric assemblages. Students will create projects that are based on personal narratives and transferring those narratives into sculptures. Each semester will have 5 projects. The final class project will be self-directed. We will use multiple materials and experiment with multiple techniques of making three dimensional forms at multiple scales.

Advanced Art (H)

Prerequisite: any yearlong visual art class and/or the permission of the instructor.

This course is open to students in the 11th and 12th grade.

This course is for students who are looking for an intensive experience in visual art, exploring ways of communicating in 2D, 3D and conceptual media. Students challenge their own expectations and boundaries through more independent projects. Students are 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 explore and compare visual arts from different perspectives and in different contexts. Students 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. Slide and video presentations and a field trip to the SF MoMA and local art galleries will give 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, and critical & contextual analysis of conceptual content in their own and other’s work. This course may be used to receive guidance for putting together an art portfolio for college applications or AP Studio Art submissions, however no AP credit is given for this course.

Advanced Choir (H)

Prerequisite: Choir and audition with the instructor.

The Advanced Choir (a.k.a. The hOWLers) class meets during the regular daily schedule. 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 also 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 Concert 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.
**Concert Choir**

Instructor permission is needed to register for this option.

This class meets 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-reading is also covered. Opportunities for solos are available. Please note that there is a small sheet music fee for the course that will be charged to students’ incidental accounts.

**Dance & Performance**

Enrollment by permission of instructor. Students must also do one hour minimum of dance technique per week or be enrolled in Ind. PE – Dance.

This course offers students an authentic artistic experience, cultivating individual expression and collaborative art-making while developing the core elements of contemporary dance technique, choreographic composition, and performance technique. Choreographic collaboration between students and the teacher is emphasized. This course culminates in a performance opportunity in the Fall and Spring concerts, encourages participation in student-collaborative projects through the Performance Lab for Artistic Collaboration and Exploration (PLACE) Collective program, offers field trip experiences, and master classes with professionals in the field. This class meets two (2) times per week.

**Advanced Dance & Performance - PLACE Collective (H)**

Prerequisite: Dance & Performance and permission of instructor.

Students in the Adv. Dance & Performance course must also do one hour minimum of dance technique per week or be enrolled in Dance PE.

This advanced level dance technique and choreography course offers students a creative and student-centered experience in contemporary dance technique, choreographic composition, dance history, pedagogy, practice, and performance technique. Mentoring and collaboration between students and teachers is emphasized. Student-led projects are facilitated through the Performance Lab for Artistic Collaboration and Exploration (PLACE) Collective program. This course culminates in performance opportunities in the Fall and Spring concerts, offers field trip experiences, and master classes, and choreographic workshops with professionals in the field. This class meets three (3) times per week during E Period.

**Digital Art**

The Digital Art class explores the social, political, and aesthetic production of digital art. Students will learn the digital tools that will give them agency to turn narratives into digital works of art. We will explore how we can utilize digital software to create individual work. Students will learn how 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 will be self-directed.

**Photography**

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 Photoshop and Adobe Lightroom for editing and managing image files. The class will participate in short and day-long photo excursions in order to better appreciate the excitement and challenges of photographing portraits, landscapes, and urban environments on location. In addition to hands-on work, students will do research on the history of photography as well as gain an understanding of the impact of the digital image on contemporary society. Students will produce both a printed and an online portfolio. Students will need a digital (DSLR) camera with RAW capture, manual control of aperture and shutter, as well as a portable hard drive. This course is for those who want to enhance their photography skills and make more visually controlled and compelling images.

**Advanced Photography (H)**

Prerequisite: Photography and/or permission from the instructor.

Now that you’ve gotten a taste for photography, this is your chance to delve deeper into the medium. Advanced Photography is about helping you develop your photographic voice. We will start with a few guided assignments to get you back up to fluency with the visual language and to loosen your shutter finger, before jumping into larger student-driven, individualized projects with regular work in progress critiques for the rest of the first semester. The second semester will be a chance to engage with the contemporary photography world and make art in dialogue with it. This class will allow those with an interest in photography to go beyond the basics we covered in Photo I and II. We will be exploring experimental techniques as well as reviewing the basics of camera-usage and Photoshop to get you back up to speed. Discussions and readings will explore photography and art in general, giving depth and background to the work you’ll be making. Many photographs will be taken.

**Filmmaking**

Are you interested in making videos and films for YouTube, Movies and/or TV? This class will teach you all 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.

**Advanced Filmmaking (H)**

Prerequisite: Filmmaking, Portfolio or Audition

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 special 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.

**Introduction to Architectural Design**

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.

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.
Advanced Architecture: Design and Fabrication (H)

Prerequisite: Introduction to Architecture Design or 3D Art.

This course will explore architecture design and fabrication. Students will learn how to derive and produce design concepts through a nonlinear process that will connect contextual and client analysis, with conceptual proposals. The work will culminate into a series of design prototypes that will be further developed into occupiable habitats. Students will utilize design thinking to generate a design methodology for taking a project from start to finish. Students will acquire an architectural vocabulary of making and meaning through, readings, lectures, and project-based design. The class will work as a collaborative team. Every student will have the opportunity to take on leadership roles throughout different phases of the project. The goal is to create a long term research initiative that will lead to building a series of occupiable small habitats.

Instrumental Music Ensemble

Instructor permission is needed to register for this option.

This class meets during E 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, though there is a cap at 40 students and instructor approval is needed for the graded UC-Approved yearlong section. 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, the musical, rehearsals, etc. These students are required to submit documentation of weekly practice. This class is a prerequisite for the Advanced Instrumental Music class.

Advanced Music Ensemble (H)

Prerequisite: Instrumental Music Ensemble and/or permission of the instructor.

Advanced Music Ensemble, also known as A-Train, 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. Students must be simultaneously active in the band class during E period. Students must be able to perform at a suitable level.

Semester Long Courses

Advanced Art: Portfolio Development (H)

Open to 12th grade students and 11th grade students by permission of instructor.

This class is for artists in all media, painters, songwriters, photographers, and more, who are looking to put portfolios together for college applications. Creating a professional portfolio that translates your artistry to colleges and professionals requires a specific knowledge base and skillset. We will shape creative work into a tight portfolio that represents this. Discussions include what sorts of portfolios different programs and schools are looking for, while also looking at how to build depth and breadth into a portfolio. You will work on the accompanying written statements that explain your work. Outside guest portfolio reviewers will talk about what is looked for in portfolios and we’ll be setting up portfolio review sessions to get feedback. This class will give space for independent artistic work with weekly check-ins on progress. This is a course to work on editing and refining your work. You will leave the course with a greater understanding of yourself as an artist, develop invaluable skills in the craft of building a portfolio, and how doing so can better showcase who you are as an artist to a variety of programs.

Theater

This is a performance and production based course designed to introduce students to the processes of performance and storytelling in theater and film with an emphasis on the art of acting, directing, and writing. The class will rehearse and perform various exercises, scenes and longer dramatic pieces for film and theater. The culminating project will be featured in the Spring Showcase in May. In addition, they will learn the basic roles of the designers, technicians, and dramatic critics. To expand their critical talents, they will attend theatrical productions, not only to appreciate their creativity, but also to write educated criticism.

Yearbook Editors

This course is not UC approved and does not fulfill the Arts graduation requirement. Offered during the Elective period and receives a letter grade.

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 (there are 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. Yearbook Editors receive a letter grade and the class counts as art credit for graduation.

Yearbook & Arts Publications

This course is not UC approved and does not fulfill the Arts graduation requirement. Offered during the Elective period and graded as Pass/Fail. Receives 0.25 credits per semester.

This yearlong course 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 already have experience or interest in 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.
**Environmental Art**

Environmental Art will consider the idea of impermanence in art through varied projects throughout the semester. So much environmentally conscious art is made using materials that damage the environment. So many of the chemical pollutants in art processes are used in an effort to make art archival. This class will introduce students to genuinely environmentally friendly artistic processes while exploring the question of why humans feel a need to make art that lasts. We will be creating artwork from raw materials, making handmade paper from recycled materials, making photographs using the pigment from flowers, and organizing form and space to create sculptures from objects we find in the natural environment around campus. The class will make temporal art pieces that will change over time and learn about the beauty of the temporal.

**Painting**

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. Students will 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.

**Choir**

This course does not fulfill the Arts graduation requirement. Receives 0.25 credits per semester. This is the P/F version of Concert Choir, which meets during E period and is open to all students.

**Intro to Instruments**

Meets during the Elective period and is taken as Pass/Fail. Receives 0.25 credits per semester. Have you ever wanted to play an instrument? Here is 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 with each other during class.

**Music Rehearsal and Performance**

When taken as a semester long, Pass/Fail course, it does not fulfill the UC eligibility requirement or the Athenian Arts graduation requirement. Receives 0.25 credits per semester. This course is the P/F version of Instrumental Music Ensemble. This is the default enrollment for Instrumental Music Ensemble. If you would like to audition, please contact Nora Free.

Students in this section attend two times per week during the E 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, though there is a cap at 40 students. This class is a prerequisite for the Advanced Instrumental Music class.

**Music Rehearsal and Performance**

This course does not fulfill the Arts graduation requirement. Receives 0.25 credits per semester. Audition required. This course is the P/F version of Instrumental Music Ensemble.
**Theater Tech**

This course is not UC approved.

This course is taken for a letter grade. Students must attend all three E period meetings 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. Being a part of the Theatre Production Crew introduces students to technical theatre and the many facets of producing a live event. The class works together 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. Crew members will 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.

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**Physical Education/Athletics**

**Physical Education**

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

Each student is required to take 4 quarters of PE each year: one for each quarter. Students may take two quarters 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.

### Fall Semester Quarters 1 & 2

- Basketball Conditioning
- Ultimate Frisbee
- Dance PE
- Dance Team (2nd Qtr.)
- Yoga
- Hiking
- *Independent PE

### Spring Semester Quarters 3 & 4

- AWE Conditioning (Death Valley 3rd Qtr.)
- AWE Conditioning (High Sierra 4th Qtr.)
- Basketball Conditioning (4th Qtr.)
- Dance Team (3rd Qtr.)
- Ultimate Frisbee
- Yoga
- Strength and Conditioning
- *Independent PE

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

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**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 -- Quarter 1 and 2 PE Credit

- Varsity Men’s/Women’s Cross Country
- Varsity Women’s Volleyball
- JV Women’s Volleyball
- Varsity Women’s Tennis
- Athletic Team Manager

### Winter Season Interscholastic Athletics -- Quarter 2 and 3 PE Credit

- Varsity Men’s/Women’s Wrestling
- JV Men’s Basketball
- Varsity Women’s Soccer
- Varsity Women’s Basketball

### Spring Season Interscholastic Athletics -- Quarter 3 and 4 PE Credit

- Varsity Men’s/Women’s Lacrosse
- F/S Men’s Basketball
- Varsity Women’s Soccer

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**Theater Tech Crew**

This course is not UC approved. When taken as a Pass/Fail course, it does not fulfill the Athenian Arts graduation requirement, and receives 0.25 credits per semester.

This course is the P/F version of Theater Tech. To meet the P/F requirement, students must attend at least one E period meeting per week and log at least 40 hours of Production Work each semester.

**Dance & Performance**

Receives 0.25 credits per semester. When taken along with Dance PE or Independent PE (Dance), students receive 0.5 Arts elective credit towards Athenian Graduation requirements.

This semester-long course is a beginning to intermediate level dance technique and choreography course. This course is designed to offer a creative and student-centered experience learning the fundamentals of contemporary dance technique, choreographic composition, and performance technique. Choreographic collaboration between students and the teacher is emphasized. This course culminates in a performance opportunity at the Fall concert, encourages participation in student-collaborative projects through the Performance Lab for Artistic Collaboration and Exploration (PLACE) program, offers field trip experiences, and master classes with professionals in the field.

This class meets 2 times a week: Fridays, Elective Period and Mondays, Period E.
**Athenian Wilderness Experience - AWE**

*Note: AWE is 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 treated as 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.

**Special Offerings**

**Athenian Nexus Program**

The Athenian Nexus program provides students the opportunity to take courses that link asynchronous/on-line learning with high touch face-to-face learning. Previously known as “little b” blended courses, Nexus offerings allow students to participate in rigorous coursework outside of the regular block schedule.

*2020-21 Nexus Course Offerings*

**Yearlong** - Multivariable Calculus (H)

**Fall 2020** - Social Psychology

**Spring 2021** - Public Health
The Bay Area BlendEd Consortium offers the following 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 seven BlendEd Consortium schools (The Athenian School, The Branson School, The College Preparatory School, Lick-Wilmerding High School, Marin Academy, San Francisco University High School, and The Urban School). Students will access these courses via the Canvas 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 seven 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.

### 2020–21 BlendEd Course Offerings

#### Summer/Fall 2020

- Wilderness Studies (course description below)

#### Yearlong

- Multivariable Calculus (H)

#### Fall 2020

- American Politics
- Introduction to Psychology
- Laid to Rest: Burial Grounds of the Bay
- Oaktown: A Multifaceted Deep Dive in an Era of Gentrification
- Public Health & Vulnerable Populations

#### Spring 2021

- Bay Area Cinema & Filmmaking
- Case Studies in Medicine
- #Entrepreneurship & Design Thinking
- Financial Literacy
- Introduction to Organic Chemistry
- Introduction to Psychology

### Wilderness Studies - BlendEd

**Conservation and Management of Public Lands in the Western United States – A Wilderness Critique**

The West has always spanned a range of wild spaces and landscapes. For thousands of years, humans have lived in this wilderness. For the last 200 years, humans have ravaged many of these wildernesses. And yet, in 2020 large tracts of wilderness still exist within the Western United States. This course will examine the value of wilderness and public land (commons land) in the year 2020. What is the value of these lands (and waters) to the people who use, manage, conserve, appreciate, or have traditionally lived on them? We will use a week-long field experience to the Great Burn Recommended Wilderness of Montana and a weekend expedition to Point Reyes National Seashore to probe both the historical and current relationships between humans and these wild, largely untamed landscapes. Guiding questions for this course are:

- What is the role of humans in managing nature, wildlife, & wilderness?
- Who is wilderness for? What groups have been historically underrepresented in conversations related to wilderness? What effects may these exclusions have on society and the environment? How do we begin to change this story?
- How do we balance the preservation of public land with the need for local people to make a livelihood off the land?
- What, if any, models can we use to balance the preservation of wildland ecosystems and the current and future use of public land by humans for tourism, recreation, and utilitarian purposes? Can there be any land that humans are not managing or influencing?
- How important is collaboration between governments, non-profits, businesses, user groups, and cities in the process of public land conservation?

To answer these questions, students will participate in backpacking and camping trips to immerse themselves in the landscapes we are studying while engaging with local experts who approach these landscapes from different ethical and practical approaches. Readings will provide additional knowledge in both the history of these spaces as well as current information and debates surrounding the use and management of the Great Burn and the Point Reyes National Seashore.

This trimester intensive course will include Zoom group discussions as well as four face-to-face trips including the two intensive field experiences. Field experiences will involve rigorous academic work and will be physically demanding. Students will maintain a cultural and natural history journal throughout the course and engage in weekly readings, discussions, and reflections. Students will be asked to weigh in on current events, science, and legislation throughout the course by considering the significance of wilderness and nature from their own personal lens, the field experiences from this course, and their understanding of the cultural, political, ethical, historical, and economic perspectives addressed in the course. Assessments in this course will require that students research and evaluate wilderness areas and public lands and, applying their learnings from the class, make recommendations (based on sound research and the understanding of multiple perspectives) regarding the future of the land. Students will create a podcast related to the theme of wilderness as their final project for this course.

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### Elective Period Classes

Below is the full list of classes offered during the Elective period.

- **Yearbook & Arts Publications**
- **Yearbook Editors**
- **Intro to Instruments**
- **Journalism**
- **Speech and Debate**
- **Entrepreneurship I**
- **Entrepreneurship II/III/IV**

### Independent Study

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.
Internships

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.

Equity and Inclusion Intern

The Equity and Inclusion internship is a semester long course that creates opportunities for learning around issues of diversity, equity, inclusion, and social justice. This internship 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 Equity and Inclusion efforts 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.

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.

March Term

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. Course list available after the start of the school year.

Daily Class 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</td>
<td>A</td>
<td>F</td>
<td>E</td>
<td>B</td>
</tr>
<tr>
<td>9:25</td>
<td>B</td>
<td>G</td>
<td>D</td>
<td>C</td>
</tr>
<tr>
<td>10:35</td>
<td>Advisory</td>
<td>Community Service / Health</td>
<td>Community Meetings</td>
<td>A</td>
</tr>
<tr>
<td>10:40</td>
<td>C</td>
<td>A</td>
<td>F</td>
<td>D</td>
</tr>
<tr>
<td>11:25</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:35</td>
<td>Clubs</td>
<td>Clubs</td>
<td>Clubs</td>
<td>Clubs</td>
</tr>
<tr>
<td>1:25</td>
<td>D</td>
<td>B</td>
<td>G</td>
<td>F</td>
</tr>
<tr>
<td>2:35</td>
<td>E</td>
<td>PE / C &amp; C</td>
<td>Electives / C &amp; C</td>
<td>PE / C &amp; C</td>
</tr>
<tr>
<td>3:35</td>
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</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.
### Clubs & Organizations

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

### 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.