Durham Academy Upper School Course of Study 2017-2018

Durham Academy
3601 Ridge Road
Durham, North Carolina, 27705

From the Director of the Upper School

Students:

This booklet will help you, your parents, and your advisor plan your course of study for the 2017-2018 school year. You will find an explanation of graduation requirements, a complete list of course offerings with descriptions and prerequisites, and a course selection form to record your preferences.

As you look forward to next year's courses, please consider the following:

- Be sure that the courses you select satisfy Durham Academy's graduation requirements. Many seniors recommend that younger students sketch out a plan for each remaining year at the Upper School.

- Remember that Durham Academy's requirements represent a minimum level of expectation. Fueled by intellectual curiosity and propelled by college aspirations, you will likely exceed the school's requirements by the time of your graduation. At the same time, we encourage you to be realistic about your abilities, honest about your academic preferences, and pragmatic about your time. Consult with older students, parents and your advisor as you seek to strike the right balance in your course load.

- Please sign up only for courses you plan to complete. Although there is an Add-Drop period at the beginning of each semester, your registration now will be used to determine the number of sections needed and the positioning of courses in the master schedule. Depending on the needs of each department, under-enrolled courses may not be offered.

When you, your parents, and advisor have agreed on a complete course of study for next year, each party should sign the schedule form and return it. Forms for rising grades ten through twelve should be returned to advisors by March 10, 2017. Forms for rising grade nine should be given to Ms. Greene by March 10, 2017.

I hope you are looking forward to the new set of challenges that await you next year. If you have questions at any point in the registration process, please talk to your advisor, Mr. Regnerus, or me.

Sincerely,

Lanis Wilson
Upper School Director

CONTENTS

Durham Academy's Statement of Philosophy

The purpose of Durham Academy is to provide each student an education that will enable him or her to live a moral, happy and productive life. The development of intellect is central to such a life. Thus, intellectual endeavor and growth are the primary work of the school. The acquisition of knowledge; the development of skills, critical judgment and intellectual curiosity; and increased understanding are the goals of the school's academic program.

Recognizing that intellectual growth cannot by itself lead to a rich and responsible life, Durham Academy is committed to helping each student achieve personal growth in an atmosphere that is both supportive and challenging.

Durham Academy provides students with opportunities to develop physically, learn the habits that lead to sound mental and physical health and experience the lessons and satisfactions of competitive athletics; to gain appreciation for the visual and performing arts, discover creativity within themselves and encourage growth of their own imaginations; to develop habits that lead to moral behavior, responsible action and the growth of character; and to gain an awareness of present and future obligations to fellow students, community, country and world.

Durham Academy believes that enhancing the spirit of community among faculty, students and parents is essential to the achievement of its goals. The faculty approaches each student as an individual and the school encourages close personal relationships fostered in an atmosphere of trust, respect for the individual differences and appreciation for the racial, cultural and religious diversity of our society.

Durham Academy Upper School Statement of Purpose

Consistent with the Statement of Philosophy, we are committed to the intellectual, personal and physical development of each student. We seek to provide an environment in which each student can establish and reach expectations that are both reasonable and high.

We offer a challenging curriculum designed to teach students how to think independently and how to think well. Each department is dedicated to teaching the skills of learning that foster independent thinking, along with the basic knowledge necessary to its individual discipline. We want our graduating students to be able to read critically, write concisely and analytically, listen and learn, speak clearly and confidently, calculate logically and observe with a discerning eye. Mastery of these skills, combined with a strong desire to think, will enable each student to communicate more effectively and creatively and to move ahead in a lifelong pursuit of learning.

We consider personal development as important as academic achievement. We recognize the value of courage in pursuing challenges and defending principles as well as integrity in dealing with others and with one's own capabilities and limitations. We are committed to guiding students as they explore the balance between authority and independence, responsibility and freedom. We encourage students to test their potential for growth and leadership in such diverse areas as athletics, the arts, and service to school and community. Participation in these activities also allows students to cooperate with their fellow students, increase their physical vigor and further develop their own personal values.

Upper School Principles of Community

As members of the Durham Academy community, we strive to. . .

Respect the dignity of each individual,

Treat others with kindness,

Share with those in need,

Conduct ourselves with honesty and integrity,

Encourage intellectual curiosity,

Care for the environment and property,

Discover the courage to do the right thing.

Durham Academy Graduation Requirements

Twenty credits are required for graduation. One credit is awarded for a year-long course; one half credit is awarded for a one-semester course. The minimum course load is five courses each semester. Students are not allowed to drop a full year course at the end of the first semester. Physical education courses are not counted toward the minimum load or toward the twenty credit requirement; nor is a course that is being repeated. Students must pass the equivalent of eight semester courses (four year courses) in the senior year.

Courses	Credits	Comments
English	4	Four years of English are required. English 9 and 10 are the assigned courses in the 9th and 10th grade years respectively. Juniors must complete a semester of American Literature and a semester of writing. Seniors complete the four-year English requirement by selecting a Senior English elective course each semester.
Fine Arts	1	All students are required to take one full-year course in any area of the Fine Arts.
Foreign Language	2-3	Students are required to complete the fourth level of a foreign language or three years of the same language at the Upper School. Many students entering from the Middle School will complete their language requirement by passing level 3 and level 4. Those who have had two years of foreign language in the Middle School will fulfill the requirement by passing levels 2, 3 and 4. Students beginning a new foreign language in grade 9 will take levels 1, 2 and 3.
History	3	Three years are required. Freshmen are required to take World Cultures and juniors are expected to take either U.S. History or AP U.S. History. Any deviation needs to be approved by the Academic Committee or the History Department Chair.
Mathematics	1-4	Students are required to complete Algebra 1, Geometry, Algebra 2 and at least one year of mathematics beyond Algebra 2 in a course for which Algebra 2 is the prerequisite. Courses taken in Middle School count toward the mathematics requirement but not toward the 20-credit graduation requirement.
Science	3	Students are required to take three years of laboratory based science courses, at least one of which must be a biological science and at least one of which must be a physical science. The recommended course of study is Biology, Physics, and Chemistry. Any deviation from this sequence needs to be approved by the Academic Committee or the Science Department Chair.
Technology	.5	Students are required to earn a one semester technology credit. Ninth grade students who successfully complete the Technology Education portion of the 9th grade PE Experience are exempt. Students who enter DA in grades 10-12 may waive the requirement by completing a technology portfolio, or can earn the credit by enrolling in one of DA's technology courses. See the Technology Studies section for additional information.
Physical Education		All students in the 9th grade are required to enroll in physical education. Over the next three years (grades 10, 11, 12), students must complete six (6) quarter-credits of Physical Education, one of which must be the Health, Wellness, and First Aid Seminar. More detail of this requirement can be found in the Physical Education section of the Course Catalog.

Note: The minimum course load is 5 courses in each semester. Juniors and Seniors may take a maximum of 4 Honors, AP or beyond-AP courses per semester. A waiver (available upon completion of online registration) to this maximum will be considered for students who provide a rationale to the Academic Committee. Independent Studies and Physical Education courses are not counted toward the minimum load or toward the twenty-credit requirement; nor is a course that is being repeated or audited.

List of Course Offerings: 2017-2018

English

Year Courses
- English 9: World Literature
- English 10: Literature of Western Europe

Fall Courses
- English 11: American Lit Survey
- Honors Eng 11: American Literature
- AP Eng 12: Intro to Poetry
- AP Eng 12: Postmodernism
- AP Eng 12: Reading Gender in America
- AP Eng 12: Shakespeare
- Eng 12: Contemporary Fiction & Non-Fiction
- Eng 12: Contemporary Short Stories
- Eng 12: Latina and Latino Literature
- Eng 12: Literary and Artistic Response to War

Spring Courses
- English 11: Writing Seminar
- AP Eng 11: Eng Lang and Comp
- AP Eng 12: Gothic Literature
- AP Eng 12: Love & Money in American Lit
- AP Eng 12: Historical Fiction
- Eng 12: Aristotle and You
- Eng 12: Escapist Literature
- Eng 12: Hero to Anti-Hero
- Eng 12: Literature of the African Diaspora
- Eng 12: Narrative Fiction

Fine Arts

Each of these courses or combination of courses satisfies the one-year Fine Arts Requirement.

Cavalier Concert Band
Cavalier Concert Chorus
Cavalier Concert Orchestra
AP Music Theory
Auditioned Musical Ensemble: In The Pocket

Introduction to Two-Dimensional Composition and Materials[1]
Introduction to Ceramics and Sculpture[1]
Mixed Media[1]
Intermediate / Advanced Art
AP Portfolio Art
Portfolio Art

Photography I
Photography II

Beginning Dance
Intermediate Dance I
Intermediate Dance II
Advanced Dance

Acting Studio
Advanced Acting: Scene Study[1]

Technical Theatre[1]
3D Theatrical and Production Design[2]

Courses marked with ([1]) can be taken for one half credit during either the Fall or Spring.
Courses marked with ([2]) can be taken for one half credit during the Fall

Foreign Language

Year Courses
- Chinese 1
- Chinese 2
- Chinese 3
- Chinese 4
- Advanced Topics in Chinese Culture
- French 1 (subject to sufficient enrollment)
- French 2
- French 3
- French 4
- AP French Language and Culture
- French and Francophone Literature
- Latin 1
- Latin 2
- Latin 3
- AP Latin: Vergil's *Aeneid* and Caesar's *Gallic War*
- Spanish 1
- Spanish 2
- Spanish 3
- Spanish 4
- Advanced Spanish
- AP Spanish Language
- AP Spanish Literature

History

Year Courses
- World Cultures
- Western World
- U.S. History
- AP Human Geography
- AP U.S. History
- AP U.S. Government
- AP European History

Fall Courses
- AP Micro Economics
- Introduction to Economics
- The Late, Great 1968
- Modern Global Issues
- Research Seminar: The History of Durham

Spring Courses
- AP Macro Economics
- Cotton, Coffee, & Cocaine: Commodities in History
- Crimes and Punishments
- The Cold War and the New World Order

Interdisciplinary Studies

Year Courses
- AP Seminar: Cross-Curricular Research
- Digital Media and Publishing
- Teaching Literacy Skills (Augustine Tutoring) (Senior Elective)
- Peer Education: Forming the Self and Community (Senior Elective)

Fall Semester
- Cavalier Capstone: The Mission-Driven Life
- Peer Tutoring

Spring Semester
- Engaging with Durham – Creating Solutions for Complex Issues

Mathematics

Year Courses
- Algebra 1
- Geometry
- Algebra 2
- Elements of Precalculus
- Precalculus
- Precalculus with a Human Rights Focus
- Honors Precalculus
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- Calculus C
- Multivariable Calculus

Fall Courses
- Special Topics in Mathematics I
- Statistics, Probability and Actuarial Science

Spring Courses
- Special Topics in Mathematics II
- Finite Mathematics & Adv Applications

Physical Education

Year Course
- Physical Education 9

The following courses will be offered in all quarters, depending on enrollment and staff availability.

- Strength and Conditioning
- Elementary Games
- Health, Wellness, and First Aid
- PE: Select

Additional ways to fulfill the Physical Education requirement:

- Participation in Durham Academy Interscholastic Athletics
- Participation In Durham Academy Dance Classes
- Participation in an Approved Alternate Physical Education Experience
- Independent Fitness Program
- Running Club

Psychology

Year Course
- AP Psychology

AP Art History

Year Course
- AP Art History

Science

Year Courses
- Biology
- Introductory Physics - Mechanics
- Introductory Physics - Classical
- Chemistry
- Honors Chemistry
- Human Anatomy and Physiology
- Introduction to the Geosciences
- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Physics C: Mechanics

Fall Courses
- Principles of Engineering
- Epidemiology
- Bioethics
- Introduction to Robotics

Spring Courses
- AP Physics C: Electricity & Magnetism
- Forensics
- Mysteries of the Plant World
- Robotics II

Technology

Year Courses
- AP Computer Science
- Digital Media and Publishing
- 3D Theatrical & Production Design

Fall Courses
- Introduction to Computer Science
- Intro to Robotics

Spring Courses
- Introduction to Computer Science
- Full Stack Web Development
- Robotics II

Global Online Academy (http://www.globalonlineacademy.org)

Year Courses

- Arabic 1: Language Through Culture
- Arabic 2: Language Through Culture
- Japanese 1: Language Through Culture
- Japanese 2: Language Through Culture

Fall Courses

- 9/11 in a Global Context
- Advanced Topics in Economics
- Applying Philosophy to Modern Global Issues
- Bioethics
- Citizen Artist's Studio: from Making to Action
- Creative Nonfiction
- Digital Journalism I
- Digital Photography
- Filmmaking
- Genocide and Human Rights
- Global Health
- Introduction to Investments
- Introduction to Psychology
- IOS App Design
- Medical Problem Solving I
- Microeconomics
- Number Theory
- Poetry Writing
- Power: Redressing Inequity through Data
- Practical Astronomy
- Water

Spring Courses

- Abnormal Psychology
- Advocacy
- Architecture
- Bioethics
- Comp Science I: Computational Thinking
- Comp Science II:Analyzing Data with Python
- Comp Science II: Game Design & Dev
- Comp Science II: Intro to Java
- Comparative Politics
- Energy
- Entrepreneurship in a Global Context
- Fiction Writing
- Game Theory
- Gender Studies
- Graphic Design
- Introduction to Psychology
- iOS App Design
- Linear Algebra
- Macroeconomics
- Medical Problem Solving 1
- Medical Problem Solving 2
- Music Theory and Digital Composition
- Neuropsychology
- Organic Chemistry

Note: The minimum course load is 5 courses in each semester. Juniors and Seniors may take a maximum of 4 Honors, AP or beyond-AP courses per semester. A waiver (available upon completion of online registration) to this maximum will be considered for students who provide a rationale to the Academic Committee. Independent Studies and Physical Education courses are not counted toward the minimum load or toward the twenty-credit requirement; nor is a course that is being repeated or audited.

Note: Students wishing to drop or add a course should discuss the change with their faculty advisor and, if approved, complete a drop/add request with the Registrar. 'Add' approval must be given by the faculty advisor, the course instructor(s), the parent(s) of the student and the Upper School Registrar in the first 5 days of the school year for full year courses or in the first 5 days of the semester for semester courses. When a student is adding a new course more than five class meetings beyond the start of the semester, prior approval must be granted by the teacher of the new course. 'Drop' approval must be given by the faculty advisor, the parent(s) of the student and the Upper School Registrar in the first 10 days of the school year for full year courses or in the first 10 days of the semester for semester courses. Semester and/or year courses dropped after the 10 day drop period must have the approval of the Academic Committee and the Upper School Director. Courses dropped after the 10 day drop period receive a "WD" (withdraw) recorded on the transcript.

ENGLISH

Our program seeks to acquaint students with great works of literature and the insight such works can impart about the human experience. We prepare students to communicate clearly in written and oral form; to appreciate the beauty of language; and to seek nuances, patterns, and values in all forms of human interaction. By training our students to think, read, and write critically about texts and the cultures that produce them, we hope to prepare them to be engaged, informed, and discerning adults.

English 9: World Literature

Term: Year
Open to: 9

Students examine the cultural and literary content in poetry, novels, holy texts, and short stories from diverse cultures. Informal writing assignments emphasize development of a personal response to literary works. Formal assignments focus on literary analysis. Particular attention is given to the process of formulating clear and complete thesis statements, organizing body paragraph material, and using textual evidence to support the thesis statement. Following MLA format and documentation guidelines, students write essays in which they incorporate material from multiple sources.

English 10: The Literature of Western Europe

Term: Year
Open to: 10

This course complements the sophomore history course with an emphasis on major European writers such as Sophocles, Shakespeare, Dante, the Romantics, and Austen. The course considers the origins of the Western European tradition in a study of Greek mythology and tragedy and concludes with works from the early part of the twentieth century. Students study the process of writing – both analytical and creative – through drafting, revision, and guided instruction on matters of mechanics and substance. The course emphasizes learning to write a skillful literary analysis.

English 11: American Literature Survey

Term: fall
Open to: 11
Prerequisite: none

This course is an analytical and chronological approach to the works of important American authors. The course begins with early American writing and continues into the twentieth century. The course explores the styles and themes of American Literature through close textual analysis, discussion, and writing assignments such as short papers and in-class essay tests.

English 11 H: American Literature Honors

Term: fall
Open to: 11
Prerequisite: A- or better in English 10 and approval of the English Department

This course takes an analytical and chronological approach to the works of important American authors. The course begins with early American writing and continues into the twentieth century. The course explores the styles and themes of American Literature through close textual analysis, discussion, and writing assignments such as short papers and in-class essay tests. Because the course focuses on literary analysis, it features a considerable amount of reading, and including large and challenging reading assignments on a regular basis.

English 11: Writing Seminar

Term: spring
Open to: 11
Prerequisite: none

Durham Academy's Writing Seminar is a course that focuses on critical writing and intellectual inquiry. Students receive intensive instruction in academic writing in an environment of vigorous class discussion. A variety of modes of non-fiction writing will be covered, which include narrative, argument and persuasion, comparison and contrast, process analysis, and memoir. Frequent brief essays that draw upon students' own experiences and knowledge provide them with a body of work with which to practice writing as a process and to hone revising and editing skills. Writing Seminar places more emphasis on style and voice than in past courses, providing direct instruction in ways to manipulate one's prose to achieve particular rhetorical aims. To provide students with compelling source material, every Writing Seminar is based on intellectually stimulating topics, from scientific breakthroughs and historical events to influential artistic traditions and urgent social issues.

English 11: AP English Language and Composition

Term: spring
Open to: 11
Prerequisite: A- or better in English 10 and approval of the English Department

AP English Language and Composition is a semester-long, college-level composition course that focuses on reading and writing non-fiction. Students in this course write frequently, and they work intensely with peers and the teacher to gain efficient, analytical proficiency with language. They learn to read critically, with an eye for rhetorical and logical strategies. They learn to read as writers, sensitive to how they can learn from published essayists, journalists, and scholars. The texts we will consider are non-fiction prose models, which we will examine critically. Writings for the course will follow the models offered in a variety of modes. The purpose of the course is for students to become more skilled in analyzing the purpose and structure of discourse and in developing and honing personal writing style. In addition, students will build a vocabulary in the language of discourse and logic. *Though students are not required to take English 11 H: American Literature in order to apply for English 11: AP Language and Composition, they should consult their English 10 teacher and advisor before signing up for this AP elective.*

Senior Electives

Seniors must take one elective each semester to satisfy their English requirement. Juniors can sign up for non-AP senior English electives, but enrollment will be subject to available space. Sophomores may apply to take most (but not all) non-AP senior English electives, but enrollment will be subject to available space and the English Department's approval. Sophomores and Juniors who enroll in senior electives are NOT fulfilling their senior English requirement. All senior electives are subject to enrollment and instructor availability.

Fall Semester Senior English Electives

AP English 12: Introduction to Poetry

Term: fall
Open to: 12
Prerequisite: B+ or better in English 11H (Honors American Literature) or A- or better in English 11 (American Literature Survey) and approval of the English Department

This course fulfills the first semester requirement for AP special topics. It is a semester-long study of poetry in English, designed to make students more sophisticated readers of verse in all of its myriad forms. Throughout the course, we will investigate the role of poetry: what are its responsibilities? What are its possibilities? How can the poem both reflect and transcend context? Who are today's poets? The course has two parts. In the first half of the semester, we'll look at the choices that poets make when writing—choices about concepts such as rhythm, meter, and line breaks—and how those choices actually help to create a poem's meaning. In the second half of the semester our focus becomes poetic genre, with units that explore the sonnet, the elegy, and other major poetic forms. Throughout the course of the semester, we'll be reading widely in terms of time period, nationality, and style, so as to give students a broad base of exposure to different poets and different poetic styles, a base that they can draw from when they take the AP exam. Finally, in December, the class will decide, collectively, on one poet whose work we want to study in depth. We'll then spend a week focused on that poet. Major assignments will include in-class essays and creative assignments that ask students to approach poetry not just as a reader, but as a participant.

AP English 12: Postmodernism

Term: fall
Open to: 12
Prerequisite: B+ or better in English 11H (Honors American Literature) or A- or better in English 11 (American Literature Survey) and approval of the English Department

This course fulfills the first semester requirement for AP special topics. *AP English 12: Postmodernism* explores the bizarre, fragmented, disruptive, and innovative literature that is often termed postmodern. After examining postmodernism theory by Jean-Francois Lyotard, Ihab Hassan, Jean Baudrillard, Fredric Jameson, Jacques Derrida, Charles Olson, Frank O'Hara, and Walter Benjamin; students read poetry by Denise Levertov, Lawrence Ferlinghetti, Allen Ginsberg, John Ashbery, Kenneth Koch, Ted Berrigan, Wanda Coleman, and Alice Notley. The course surveys short postmodern stories and fragments, including works by John Barth, Neal Stephenson, Jayne Anne Phillips, Rosario Ferre, Donald Barthelme, Sherman Alexie, E.L. Doctorow, and Ursala LeGuin. The course features several novels, including: William Gibson, *Neuromancer*, Thomas Pynchon, *The Crying of Lot 49*; Don Delillo, *White Noise*, Paul Auster, *City of Glass*; and Dave Eggers, *A Heartbreaking Work of Staggering Genius*. Assessments include papers, essays tests, and oral presentations as well as a final exam.

AP English 12: Reading Gender in America

Term: spring
Open to: 12
Prerequisite: B+ or better in English 11H (Honors American Literature) or A- or better in English 11 (American Literature Survey) and approval of the English Department

This course fulfills the second semester requirement for AP special topics. It explores a broad range of questions concerning the relationship between gender—the set of cultural expectations placed on people because of their biological sex—and literature. For example, history tells us that gender roles change over time, so what role has American literature played in the establishment and transmission of gender norms in our country? Alternately, how have American writers used literature to critique, or even change, the dominant gender norms of their time? As we investigate these questions, we'll read a variety of American novels, short fiction, and poetry that wrestles with questions of gender. We'll spend time with the frustrated housewife of Kate Chopin's *The Awakening*, the war-wounded veterans in Ernest Hemingway's *The Sun Also Rises*, and the small-town "freaks" of Carson McCullers's *The Member of the Wedding*. Finally, we'll also see what happens when an American soldier takes his gendered expectations abroad in James Baldwin's *Giovanni's Room*. At every step along the way, we'll consider how gendered expectations define and constrict both women and men. Students will work on a major research project—on a text of their choosing—over the course of the semester.

AP English 12: Shakespeare

Term: fall
Open to: 12
Prerequisite: B+ or better in English 11H (Honors American Literature) or A- or better in English 11 (American Literature Survey) and approval of the English Department

This course fulfills the first semester requirement for AP special topics. Robert Graves once said, "The remarkable thing about Shakespeare is that he is really very good - in spite of all the people who say he is very good." If you want to discover for yourself just how good he is then this is the class for you. We will concentrate on a few select plays as a way of better understanding Shakespeare's art, working through scenes in a manner that will allow students to realize the implications of the language by pursuing interpretations in a collaborative atmosphere. We will begin with Titus Andronicus, Shakespeare's bloodiest and most brutal play, and examine the elements that tend to make Shakespeare inaccessible to high school students. The dense language and obscure allusions will give way to a highly accessible and entertaining performance when we view Julie Taymor's production of the play. Once students overcome the perceived barriers, we will take on more recognizable plays: *Hamlet*, *Twelfth Night*, and two other works by Shakespeare. Readings are complemented with films and at least one live performance.

English 12: Contemporary Short Stories

Term: fall
Open to: 12, 11, 10 w/ application and departmental approval

After examining the short story as a literary genre, students will explore the challenges and the rewards enjoyed by short story writers and readers. In a course that focuses on contemporary trends in fiction, students analyze various aspects of contemporary American, Indian, and Chinese culture. In addition to writing several short papers and delivering research presentations, students in *Contemporary Short Stories* will participate in class discussions, facilitate discussions, and prepare questions for student roundtables. Short story writers may include George Saunders, Jhumpa Lahiri, Yiyun Li, Alice Elliott Dark, T.C. Boyle, Raymond Carver, Adam Johnson, Sherman Alexie, Jim Shepard, David Sedaris, Barry Hannah, Caitlin Macy, Rick Bass, Karen Russell, and David Foster Wallace.

English 12: Latina & Latino Literature

Term: fall
Open to: 12, 11, 10 w/ application and departmental approval

This course is a semester-long exploration of novels and memoirs by prominent Latino and Latina authors. Although these writers come from Spanish-speaking cultures, they all write in English. This situation presents unique conflicts and opportunities, which Gustavo Pérez-Firmat describes by saying: *"My subject: how to explain to you that I don't belong to English though I belong nowhere else, if not here in English."* This course will explore the central questions of "what does immigration do *to* someone?" and "what does it do *for* someone?" Through reading and analyzing fiction and memoirs of immigrant Latino and Latina authors, we will seek to deepen our understanding of immigration and cultural identities. Classes will be discussion-based. Students will write both analytical and creative responses to the readings. Students will share their reading and creative responses in a writer's workshop environment. The course's work will culminate with an autobiographical, journalistic, or fictional piece about immigration. You do not have to have a recent immigrant background to be a part of this course, or be a Spanish speaker. You just have to have an interest in bi-cultural identities and writing. Writers covered include Junot Díaz, Esmeralda Santiago, Héctor Tobar, Francisco Goldman, and Cristina García.

English 12: Literary and Artistic Response to War

Term: fall
Open to: 12, 11, 10 w/ application and departmental approval

This course examines the American literary and artistic responses to war, beginning in the first quarter with Vietnam and continuing in the second quarter with discussions of the ongoing conflicts in Iraq and Afghanistan. These conflicts have brought forth some of our country's greatest literature, music, and film. Students look at several key literary responses to these wars, including works by Tim O'Brien, Karl Marlantes, David Finkel, Phil Klay, and selected poetry and letters of combat veterans. The cinematic responses to Vietnam include *Platoon*, *Apocalypse Now*, and *The Deer Hunter*, while those on the wars in Iraq and Afghanistan will be drawn from among *The Hurt Locker*, *Black Hawk Down, Baghdad E.R.*, *Restrepo,* and *Taking Chance*. Examining parallels and experiences of today's veterans with those who served in Vietnam is a central part of the course. Writing response papers to the literature we read is an integral aspect of our work, as well as more creative responses to war photography and film. A number of local American military veterans will visit the class over the course of the semester and tell their stories. As one of the culminating exercises of the course, students will participate in the Veterans History Project by interviewing a veteran, collecting an oral history, and writing a response to the experience of the course as a whole. The class will also help plan our school's annual Veterans Day Assembly.

English 12: Contemporary Fiction & Nonfiction

Term: fall
Open to: 12 + 11; [Not open to 10th graders because volunteering work done off campus requires that students be able to drive.]

In 2007 a poll released by the Associated Press and Ipsos revealed that one in four Americans don't read books at all, and half of Americans read less than four each year. This is a sad figure. We all know reading books is closely linked with academic success, but new studies are coming out showing the link between reading and business success as well as personal success. As Harry S. Truman said, "Today a reader, tomorrow a leader." This course is about all kinds of reading: fiction, non-fiction, graphic novels, horror, fantasy, science-fiction, romance, and so on, in the hopes that we can provide more understanding for why engagement in reading is so important. We will look at the significance of reading and writing, reading and emotional intelligence, and reading and empathy as we not only study the research, but attempt to put into practice what we learn. Possible texts for the course will look at different genres of fiction such as, *Ready, Player, One* by Earnest Kline, *Eleanor and Park* by Rainbow Rowell, *The Handmaid's Tale* by Margaret Atwood, and other Printz, Pullitzer and notable literary award winners. We will also explore nonfiction journals and studies highlighting the effects reading has on one's quality of life. A portion of the course will be devoted to working with a local school in an attempt to foster reading comprehension and nurture the need to read in younger students, unlike the Augustine course, which teaches literacy and reading strategies to struggling readers.

Spring Semester Senior English Electives

AP English 12: Gothic Literature

Term: spring
Open to: 12
Prerequisite: B+ or better in English 11H (Honors American Literature) or A- or better in English 11 (American Literature Survey) and approval of the English Department

This course fulfills the second semester requirement for AP special topics. It is an investigation of the Gothic, the literary style that the modern horror genre descends from. As such, the course will examine novels that are full of haunted castles, inhuman monsters, mad scientists, insane murderers, vengeful ghosts and other things that go bump in the night. We'll begin with the first Gothic novel in English, Horace Walpole's *The Castle of Otranto* and then move forward chronologically, to Mary Shelley's *Frankenstein* and Edgar Allan Poe's American version of the Gothic. After a tour through the southern Gothic of Carson McCullers, we'll finish the semester looking at two contemporary Gothic novels: Toni Morrison's *Beloved* and Randall Kenan's *A Visitation of Spirits*. At each stop along the way we'll think and talk about a series of questions that arise from the ongoing success of the Gothic tradition. Why are these stories so compelling? How can we account for the peculiar power and the perennial appeal of the Gothic mode? Why are we fascinated by these characters who face situations so extreme, so incomparable to the events of "real life"? How do Gothic stories change over time and across cultures? Are the things that terrify in the late eighteenth and early nineteenth century the same as the things that terrify us now?

AP English 12: Historical Fiction

Term: spring
Open to: 12
Prerequisite: B+ or better in English 11H (Honors American Literature) or A- or better in English 11 (American Literature Survey) and approval of the English Department

This course fulfills the second semester requirement for AP special topics. The theorist Hayden White has called the writing of history a poetic act. This claim defies our expectation that History is based on facts and therefore "true." On the flip side, while Fiction may deal in broader "truths," we expect it to be the product of imagination, free from the constraints of fact and lived experience. In this course, we will question our assumptions about the difference between History and Fiction by examining histories, novels, graphic novels, memoirs, plays, films, and a musical that blur the line between fact and fiction, veracity and truth in compelling ways.

What are the implications of retelling particular histories through unexpected forms, like the American Revolution as a rap musical (*Hamilton*), or the Holocaust as a comic book (*Maus*) or comedy (*Life is Beautiful*)? How far can a History go in weaving related facts into a compelling narrative before it becomes more story than history (*The Devil in the White City*)? What can an experimental postmodern historical novel (*Ragtime*) teach us about how to read history? Why do some fictions falsely claim to be true histories (*The Education of Little Tree*)? What advantage does such a narrative seek in representing itself as a true memoir rather than a fictional novel? How can fiction coopt history to say something "true" about the present (*The America Play*)? We will explore these and other questions raised by this collection of fascinating texts that defy our neat categorical division of History and Fiction.

AP English 12: Love and Money in American Literature

Term: spring
Open to: 12
Prerequisite: B+ or better in English 11H (Honors American Literature) or A- or better in English 11 (American Literature Survey) and approval of the English Department

This course fulfills the second semester requirement for AP special topics. The course explores American literature that highlights the tension between love and money. Course readings start with theoretical framing by Thorstein Veblen, and include short stories by F. Scott Fitzgerald and John Cheever. Course novels include: Edith Wharton, *House of Mirth*, John O'Hara, *Appointment in Samarra,* Erich Segal, *Love Story*, and Phillip Roth, *Goodbye Columbus*. The course will also analyze romances complicated by money and class in films such as *Metropolitan* and *Pretty in Pink*.

English 12: Aristotle and You

Term: spring
Open to: 12, 11, 10 w/ application and departmental approval

Imagine yourself the conductor of a runaway trolley. On the track ahead you notice five workers. You also notice a side track that only has one worker. Do you divert the trolley to the side track? Why? Now imagine a similar scenario where you are standing next to a large man on a bridge overlooking the tracks. Again you notice the trolley headed toward the five workers. Do you push the man off the bridge onto the track to stop the trolley? Why not? What do your decisions say about you as a person? This course draws from multiple writers and texts to answer questions about what sort of person one should be and how to determine what is the right course of action in a particular situation. We will read essays and short stories that seek to identify principles for decision making and ethical behavior in a personal, civil, and moral context. Students will apply ethical principles in a series of panel discussions and write essays on self-selected topics. Emphasis will be placed on classroom debate, position/opinion statements, and argumentative/persuasive essay composition. The purpose of this course is to practice rational thinking and incorporate intuition in analyzing ethical behavior.

English 12: Escapist Literature

Term: spring
Open to: 12, 11 [Not open to 10th graders because volunteering work done off campus requires that students be able to drive.]

Storytelling is central to human existence. Stories allow people to see patterns and meaning in a world of chaos and randomness. Stories inform our emotional lives allowing us to examine the depths of the conscience of another in order to evaluate our own beliefs. As Marcel Proust said, "Only through literary art can we escape from our selves and know the perspective of another." Literature should be transformative taking us on a roller coaster of self-reflection and offering us a greater understanding of the diversity of human experience. We will read multiple works that allow us to feel joy, and sadness, and wonder, and horror. We will explore stories that rely heavily on personal choice, and by analyzing the types of choices, attitudes, and conclusions that occur, we will better recognize and develop our own character. We will move outside our community to support the literacy program at a local elementary school. We will search out and explore other communities of reading, both local and online. As Arthur William Stryon has said, "A good book should leave you... slightly exhausted at the end. You live several lives while reading it." This course is dedicated to living as many lives as we possibly can.

The potential reading list includes nonfiction articles about why humans read, the benefits of reading, and the sociology behind storytelling. As a class we will choose a work of horror (such as Cormac McCarthy's The Road), a work of sadness (such as John Green's The Fault in Our stars), a work of wonder (such as Kazuo Ishiguro's Never Let Me Go), and so on. Why Reading Matters is a complement to this course, not a prerequisite. Better Living Through Literature will be differentiated so that it will accommodate students from any first semester English elective in order to continue to foster and deepen the relationships made with our partners at Creekside Elementary.

English 12: Hero to Anti-Hero

Term: spring
Open to: 12; 11; 10 w/ application and departmental approval

Using the book *Looking at Movies, or A Short Guide to Writing About Film*, this course analyzes a number of important films, some in their entirety and others through selected clips, as a way of helping students explore the major components of filmmaking as an alternative form of narrative. Screenplays, mise-en-scene, setting, sound, cinematography, editing, and the language of filmmaking form the basis of class discussions. Students look at the work of some of the most important directors of the past and those working today, including Orson Welles, Michael Curtiz, Terence Malick, Roman Polanski, Stanley Kubrick, The Coen Brothers, Spike Lee, Wes Anderson, Ang Lee, and Sam Mendes. Students will also examine specific genres such as film noir, the western, science fiction, gangster, horror, and comedy. In addition, students keep extensive notes through which they can trace their development as critics of film, write reviews and analyses, and make short presentations. We will also examine several works of literature (novels and short stories) and study their transfer to the screen and look at original screenplays. Some works considered in past years include, *American Beauty, Memento, The Dark Knight, Into the Wild, Do the Right Thing, Run, Lola, Run, Minority Report, One Flew Over the Cuckoo's Nest*, *No Country for Old Men, Chinatown*, *Citizen Kane*, *Casablanca*, and *Blade Runner*.

English 12: Literature of the African Diaspora

Term: spring
Open to: 12, 11, 10 w/ application and departmental approval

Folktales, Myths, and The Monstrous: Folk and fairytales of the oral tradition are more than a soothing bedtime ritual for children. They represent the human experience through symbols and archetypes, and establish norms for particular societies. How have dictators manipulated seemingly innocuous folktales into something more sinister? Who do stories about boogeymen, monsters, and ghosts teach us to fear? In this course, we will examine what we fear or deem monstrous along lines of race, gender, ability, and class. Students will study folktales, fairytales, and horrors and trace how they influence the contemporary works of Ralph Ellison, Toni Morrison, Edwidge Dandicat, and Victor Lavalle.

English 12: Narrative Fiction

Term: spring
Open to: 12; 11; 10 w/ application and departmental approval

The course aims to identify areas of development in various aspects of creative writing; nurture talents in creative writing through activities requiring critical & creative thinking; strengthen values in writing with enthusiasm and ingenuity; and enhance skills and competencies in creative writing. Prose will be the dominant form (fiction and creative non-fiction) but other genres will be accepted. The primary activity is students doing their own writing, i.e. sustaining a creative process in writing. Students will also read each other's creative writing and give constructive criticism on it. Students will also learn by reading published texts with an eye for craft.

FINE ARTS

Music

Cavalier Concert Band

Term: year
Open to: 9,10,11,12

The Cavalier Concert Band studies music and musicianship through performance of many genres and styles of music, with special focus on literature for wind and percussion instruments. In addition to rehearsal of music for our performances throughout the year, we also work to improve basic music fundamentals like note reading, ear training and sight-reading, and critical listening. In order to take this course, the student must already have basic proficiency on his/her instrument of choice. Participation in the Winter and Spring Concerts, the Commencement exercises, and other performances throughout the year are required components of the course.

Cavalier Concert Chorus

Term: year
Open to: 9,10,11,12

The Cavalier Concert Chorus studies music and musicianship through vocal performance of many genres and styles of music, from classical to pop to jazz to musical theater. In addition to rehearsal of music for our performances throughout the year, we also work to improve basic music fundamentals like note reading, ear training and sight-singing, and critical listening. There is no prerequisite for this course other than a desire to sing, but participation in the Winter and Spring Concerts, the Commencement exercises, and other performances throughout the year are required components of the course.

Cavalier Concert Orchestra

Term: year
Open to: 9,10,11,12

The Cavalier Concert Orchestra studies music and musicianship through performance of many genres and styles of music, with special focus on literature for string instruments. In addition to rehearsal of music for our performances throughout the year, we also work to improve basic music fundamentals like note reading, ear training and sight-reading, and critical listening. In order to take this course, the student must already have basic proficiency on violin, viola, cello, or bass. Participation in the Winter and Spring Concerts, the Commencement exercises, and other performances throughout the year are required components of the course.

AP Music Theory

Term: year
Open to: 10,11,12
Prerequisite: Successful completion of at least one Upper School music class and instructor's permission

Students in this class will work towards a deeper understanding of the various building blocks of music: melody, harmony, rhythm, meter, texture, and form. Why do pieces based upon Western harmony (including most pop music, classical music, jazz, and folk music) work the way that they do? Students will strive to answer this through development of their written skills (analysis, composition, notation) and musicianship (listening skills, sight-singing, and harmonization at the keyboard). The work in this class is equivalent to that of a first-year college course in music theory, and culminates in the AP exam.

Auditioned Musical Ensemble: *In The Pocket*

Term: year
Open to: 10, 11,12
Prerequisite: Audition and instructor's permission

In The Pocket is an auditioned musical ensemble, focusing primarily on playing rock and roll, rhythm and blues, and jazz. The ensemble is a collaborative effort between students and adult members. During the school year, the ensemble performs at various school functions and events not directly associated with Durham Academy. Students who wish to audition must show proficiency as a musician (or significant promise as a musician). Auditions are open to rising juniors and seniors and are held in the spring of each school year. Rising sophomores who are interested in auditioning for *In The Pocket* must meet with Mr. Hoyt and Mr. Meyer, to get their joint approval to *audition*. In order to keep the group to a manageable size, auditions are normally restricted to replacing senior members who are graduating.

Visual Art

Introduction to Two-Dimensional Composition and Materials

Term: year, fall or spring
Open to: 9,10,11,12

Absolutely no art experience is necessary to take this class. The fall semester covers traditional drawing and composition with an emphasis on expression and drawing from life, in pencil, charcoal and ink. Longer, individual projects are added in as the course progresses. The spring semester will focus on painting, primarily in acrylic on paper, canvas and wood, where works vary from miniature to body size. Depending on class size, the second semester will include more individualized, concept-driven longer projects. Field trips and some discussion of contemporary art are included. This course must be taken as a one- year continuous course (fall semester first, directly followed by spring semester) to fulfill the one- year fine arts graduation requirement. It can be taken one semester at a time or out of order for elective credit only.

Introduction to Ceramics and Sculpture

Term: year, fall or spring
Open to: 9,10,11,12

Absolutely no art experience is necessary to take this class. The fall semester focuses on ceramic hand-building and glazing techniques where we solve design problems and create fantasy forms. Students will also have the opportunity to try throwing on the pottery wheel and making plates and bowls from molds. In the spring semester students learn about traditional sculptural processes and three-dimensional problem solving (manipulative, additive, reductive and casting). Materials vary but may include wood, wax, plaster, wire, cloth, paper, natural or manmade objects and recycled materials. The class will include field trips and some discussion of contemporary expression in art. Students will complete introductory exercises, develop individual projects and possibly collaborate with classmates. This course may be taken as a one-year continuous course (fall semester first, directly followed by spring semester) to fulfill the one-year fine arts graduation requirement. It can also be taken one semester at a time or out of order for elective credit only.

Intermediate/Advanced Art

Term: year
Open to: 10,11,12
Prerequisite: 2-D Comp and Materials or instructor's permission

This course is for students who know they enjoy art and are serious about developing their skills and visual ability. Only students with discipline and a strong desire to learn more sophisticated techniques should take this course. In addition to developing visual concepts, the course gives students the chance to continue on to AP level art or Portfolio Art (with permission of the instructor). Depending on quality, some works from the class may be used in the AP Portfolio.

Mixed Media

Term: year, fall or spring
Open to: 9,10,11,12

The sky's the limit when it comes to Mixed Media. The course is an ongoing collaboration among students and teacher where brainstorming, innovation, self-motivation, discipline, spontaneity and curiosity rule the day. Year-to-year projects rarely repeat as the class evolves anew each year. Materials range widely from recycled objects and cast-offs to canvas, cloth, wood, paper, bamboo, rocks, metal, etc. On-campus installations and experimental art performance pieces are possible. Open attitude and willingness to work required. No art experience is necessary, but always helpful. This course may be taken as a one-year continuous course (fall semester first, directly followed by spring semester) to fulfill the one-year fine arts graduation requirement. It can also be taken one semester at a time or out of order for elective credit only.

Portfolio Studio Art

Term: year, fall or spring
Open to: 11,12
Prerequisite: One year of visual arts and instructor's permission

This course is for students who are deeply committed to pursuing art, possibly as a career. Students must have excellent self-discipline, visual skill and ability to work independently with a strong sense of purpose in their work. Students are expected to create their own curriculum with oversight and mentorship from the instructor. I will work individually with students to help them document their art and build and/or compile a portfolio for art school, college, summer programs or art-related fields.

AP Studio Art: Drawing, 2-D Design or 3-D Design Portfolios

Term: year
Open to: 11,12
Prerequisite: One year of visual arts and instructor's permission

Scoring for the AP Studio Art Portfolio exam is one of the most rigorous of all AP courses. For those interested in submitting a portfolio to AP Studio Art, the course requires intense and time-consuming focus on three sections of the AP Portfolio: quality, concentration, and breadth. The concentration section is completed primarily outside of class, as are other assignments. Students must create 24 high quality artworks, which are photo-documented for submission. Students can expect to work a minimum of 5-10 hours per week outside of class. Additional art courses outside of Durham Academy are highly recommended.

Photography

Photography I

Term: year
Open to: 9,10,11,12 - no prior experience with photography or cameras necessary

This predominantly project-based course will introduce students to the practice of photography through the foundational tenets of the camera and the medium: exposure, focus, composition, content and form. A practical analysis of single lens reflex (SLR) film cameras and their primary functions will segue into an introduction to the darkroom, where students will print from their own black and white film using light and chemistry. The second half of the year will center on digital photography and the digital single lens reflex camera (DSLR). Once introduced to effective methods of picture taking and image file management, students will learn how to use Photoshop as a tool for editing, transforming and printing their photographs.

Photography II

Term: year
Open to: 10,11,12
Prerequisite: Photography I or instructor's permission

Photography II is designed for students who are eager to take their established knowledge of photography to the next level. Using digital photography, students will be pushed to expand their understanding of image-making, both technically and conceptually, as they respond to project-based assignments. We will study a range of historic and contemporary photographic innovators, and their contributions to the medium will become the basis for in-class and occasional off-campus work in which students will be asked to address similar concerns within their own photography.

Drama

Acting Studio

Term: year
Open to: 9,10,11,12

Want to improve your skills as an actor on stage or in front of a camera? Want to feel more confident speaking in public, making oral presentations in class, or interviewing for a job or college? Want to use your imagination and have fun? Well you should take Acting Studio, where you will develop fundamental acting skills through a series of games, exercises, improvisations, monologues, and scenes. These activities are designed to unlock each student's spontaneity, creativity, and concentration, as well as develop listening, voice and movement skills. Students will also learn how to analyze and develop characters, as individual and group in-class presentations of student work will be given throughout the year. Outside preparation of monologues and scenes is expected. Public presentations of monologues and scenes may be given in the second semester.

Advanced Acting: Scene Study

Term: year, fall or spring
Open to: 10,11,12
Prerequisite: Acting Studio

In this class, students will continue to develop their acting skills with Scene Study, during which they will apply and extend the skills they learned in Acting Studio by focusing on both on-stage and on- camera scenes. Actors are encouraged to take this class multiple times, since students will work on different scenes each time they take the class. Depending on the class makeup, students may work together toward mounting a project such as a short play for part of a semester (Q2 and/or Q4). Outside preparation of scene work is expected. Public presentations of scenes or the collaborative project may take place near the end of each semester. This course can be taken as a full-year course or as a semester course in either the fall or the spring.

Technical Theatre

Term: year, fall or spring
Open to: 9,10,11,12

This class requires no prior experience in theatre. Combining both "hands on" learning and classroom projects, students will learn about and explore all aspects of Technical Theatre. The class will study the tools and processes for producing live theatre. This includes set, lighting, sound, production management and costumes. Students in the class may have the opportunity to participate "behind the scenes" in a variety of productions offered by the Performing Arts Program – including Theatre, Dance and Music. Extracurricular participation, however, is not a requirement of the class. This course must be taken as a one-year continuous course (fall semester first, directly followed by spring semester) to fulfill the one- year fine arts graduation requirement. It can be taken one semester at a time for elective credit only.

3D Theatrical and Production Design

Term: year, or fall
Open to: 9,10,11,12

This class is for those students interested in any of the following - computers, art, dance, theatre or just making cool stuff! However, experience in any of these areas is not required. This course will focus on both lighting and 3dimensional design as it relates to theatre, music, dance and other live events. Students will have the opportunity to study the art of design through the use of technology. Within this course you will learn scale 3D model building, AutoCAD (2d and 3D), and use of the computerized lighting control board and the CNC router. This course must be taken as a one-year continuous course (fall semester first, directly followed by spring semester) to fulfill the one-year fine arts graduation requirement. It can be taken in just the Fall semester for elective credit only. This class satisfies the Upper School 0.5 Technology credit required for graduation.

Dance

All students interested in registering for Intermediate or Advanced Dance will be required to participate in a placement class in order to register. Current Upper School students will also be required to take the placement class, unless told otherwise by the instructor. All students registering for these classes must have written permission of the instructor to be placed in them. The intent of the placement class is not to audition students for a dance class, but to be sure the dancers are in the correct level with other students.
The placement class for students will be held on Saturday, April 29th at 11:00 am. If there is a conflict in attending this placement class, please Mrs. McDonald as soon as possible.

Beginning Dance

Term: year
Open to: 9,10,11,12

This full-year course is intended for the male or female student, interested in learning the beginning basics of dance and vocabulary. This course will introduce a variety of dance forms including: Ballet Basics, Jazz, Modern, Contemporary, and Hip Hop. The student will also be required to participate and perform in the Spring Dance concert second semester. Placement and permission of the instructor is required. (See Below.)

Intermediate Dance I and II

Term: year
Open to: 9,10,11,12
Prerequisite: participation in placement session and instructor's permission (See below)

This full-year course is intended for the intermediate dancer, who has an existing understanding of dance technique and vocabulary. This course will develop the dancers' technical skills, as well as focus on more difficult choreography in the various styles of: Ballet, Jazz, Modern, Contemporary, and Hip Hop. The student would be introduced to working with guest choreographers and will be required to participate in the Spring Dance concert second semester

Advanced Dance

Term: year
Open to: 9,10,11,12
Prerequisite: participation in placement session and instructor's permission (See below)

This full-year course is designed for the serious dancer who already exhibits a strong understanding of dance technique and high skill level. The student will continue to develop their technique by focusing on various dance forms including: Ballet, Jazz, Modern, Contemporary, and Hip Hop. Students will work with various guest choreographers to develop their versatility as a dancer, and will be required to participate in the Spring Dance concert second semester. Students may also be asked to participate in outside performances for the Pre-School, Lower and Middle Schools.

**All students interested in registering for Intermediate or Advanced Dance will be required to participate in a placement class in order to register. Current Upper School students will also be required to take the placement class, unless told otherwise by the instructor. All students registering for these classes must have written permission of the instructor to be placed in them. The intent of the placement class is not to audition students for a dance class, but to be sure the dancers are in the correct level with other students.
The placement class for students will be held on Saturday, April 29th at 11:00 am. If there is a conflict in attending this placement class, please Mrs. McDonald as soon as possible.

FOREIGN LANGUAGES

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart."–Nelson Mandela

The Foreign Language Department at Durham Academy believes that learning other languages, both modern and classical, is vital to providing students with an "education that will enable [them] to live a moral, happy and productive life."

- We build the skills for lifelong learning by fostering curiosity and appropriate intellectual risk-taking.
- We encourage students to travel abroad, and to welcome foreign visitors into the DA community, in order to make global connections and appreciate differences.
- We believe that studying other languages and cultures leads to deeper understanding, respect, and empathy for peoples across the globe.
- We study the world's languages to become more self-aware, to embrace our responsibilities as engaged global citizens, and to create positive change.

Every Durham Academy student can and should learn another language.

- Our program is built on developing and integrating the skills of reading, writing, listening and speaking. A foundation of spoken language competence lies at the heart of our instruction. The focus, especially in the elementary levels, is on the oral exchange of needs, perceptions and ideas. As students refine their language, they hone their interpersonal communication skills.
- Rich, varied, and differentiated activities with authentic content allow us to meet the individual needs of each student.
- As we nurture joyful language learning, we create opportunities for students to think critically, creatively, and collaboratively.

Chinese 1

Term: year
Open to: 9,10,11,12

Chinese 1 is an introduction to the study of Mandarin Chinese and Chinese culture. Students get acquainted with the sound of the language, the radical and the etymology of the characters. Students perform the basic communicative functions of the language such as greeting, counting numbers, introducing themselves, describing families, identifying countries/nationalities, discussing various careers/jobs, and comparing modes of transportation. Students become familiar with some elements of Chinese culture including family structure, society and some major festivals. Students develop the four skills of listening, speaking, reading, and writing within a given context. This foundation course is taught using Simplified characters. A general introduction to cultural practices such as food, games, songs and festival traditions, is included throughout the course.

Chinese 2

Term: year
Open to: 9,10,11,12
Prerequisite: Chinese 1 or successful completion of 8th grade Chinese from DA Middle School or permission of instructor

Students continue to strengthen their foundation, and to develop competencies in speaking, listening, reading and writing. They participate in simple conversational situations such as describing and communicating their preference in colors and clothing; comparing seasons and weather; and discussing hobbies and school subjects and routines. Students learn to complement their language skills with basic conjunctives and measure words in writing stories and speaking. AP Chinese language and culture exam format will also be introduced in the spring semester. Students develop a better understanding of the culture, its products (eg. literature, foods, games), perspectives (eg. attitudes, values), and practices (patterns of social interaction, festival traditions) throughout the course.

Chinese 3

Term: year
Open to: 9,10,11,12
Prerequisite: Chinese 2 or permission of instructor

Students continue to strengthen their competencies and deepen their knowledge in both the language and the culture. They learn to include more advanced conjunctives and basic subjunctives in their language production. They participate in group discussions such as expressing opinions on food consumption, nutritional values and overall health, shopping strategies; and discussing living environments and neighborhoods. Students are exposed to a rich collection of Chinese proverbs, idioms and quotes. Students continue to develop in-depth understanding of the culture, its products, perspectives, and practices throughout the course. The class will be conducted increasingly in Chinese, and the students will produce more unrehearsed stories and short essays in class.

Chinese 4

Term: year
Open to: 9,10,11,12
Prerequisite: Chinese 3 or permission of instructor

Students continue to expand vocabulary to include social phenomena and to reflect cultural perspectives. They learn to increase their competency in using more advanced conjunctives, advanced subjunctives, proverbs and idioms in their language production. They are able to handle successfully a variety of communicative tasks such as stating personal preferences and discussing physical and social needs, food, shopping, travel and lodging. They react and respond to direct questions or requests for information in a culturally appropriate manner. They begin to make connections between the learned Chinese culture and the potential impact it has on global issues today, and to express their opinions in the target language. Students read more formal and informal authentic writings, such as recipes, brochures, essays, journals. Successful completion of this course will prepare the student for advanced study in the next level -"AP Chinese Language and Culture" or "Advanced Topics in Chinese Culture".

AP Chinese Language and Cultures

Term: year
Open to: 9,10,11,12
Prerequisite: Chinese 4 or permission of instructor

AP Chinese is a full-year course that covers the equivalent of the fourth semester of a college Chinese course. It is designed to provide students with varied opportunities to further develop their proficiency across the three communicative modes: interpersonal, interpretive, and presentational. It also addresses the five goal areas of communication, culture, connections, comparisons, and communities as outlined in the *National Standards for Foreign Language Education*. To prepare students for taking the test in May 2018, the course will align its exercises with the test in format and content, and will also train students in test taking skills. It aims at fostering students' critical thinking and a comprehensive understanding in Chinese language and culture. Intensive reading and writing as well as integrated listening and speaking skills are expected. By the end of this course, students will be provided with maximum exposure to authentic culture and language. Students will be able to apply their growing linguistic and cultural knowledge to communicative tasks in real-life contexts. *(Offered in alternate years. Not offered in 17-18 but will be offered in 18-19.)*

Advanced Topics in Chinese Culture

Term: year
Open to: 9,10,11,12
Prerequisite: Chinese 4 or permission of instructor

Advanced Topics in Chinese Culture is a full-year course that covers all areas of communication in Chinese in an intensive and extensive study of advanced linguistic elements and topics, including culture, social and global issues, and will demand increased oral, aural and written proficiency. Topics discussed in class include but are not limited to contemporary arts, poetry and theatre, current affairs, business and global relation, social issues such as environmental problems and population policy in China. 21st century technology is implemented by students to achieve higher order thinking skills, to communicate and collaborate with potential peers outside of the classroom, and to create transmedia presentations. By the end of this course, students will be provided with maximum exposure to authentic culture and language. Students will be able to apply their growing linguistic and cultural knowledge to communicative tasks in real-life contexts.

French 1

Term: year
Open to: 9,10,11,12

Students will attain a beginning level of proficiency necessary for carrying out basic communicative functions of the language in everyday life, primarily through speaking but also by writing and reading short dialogues, paragraphs, and simple culturally authentic reading selections. The vocabulary and grammar are taught with communicative functions in mind. Listening comprehension and speaking skills are developed through emphasis on use of the language in class. Students also become acquainted with cultural aspects of French-speaking countries around the world. *Offered subject to sufficient enrollment.*

French 2

Term: year
Open to: 9,10,11,12
Prerequisite: French 1 or permission of instructor

Students further develop proficiency in the four basic skills (listening, speaking, reading and writing) and increase their knowledge and appreciation of the diverse Francophone cultures. Students are exposed to a broader variety of reading material. The recycling of vocabulary themes and grammar concepts, periodic short compositions on guided topics, and regular tests and quizzes all contribute to the student's retention of the material and his/her growth toward more fluent usage of the language. *Offered subject to sufficient enrollment.*

French 3

Term: year
Open to: 9,10,11,12
Prerequisite: French 2, successful completion of 8th grade French from DA Middle School, or permission of instructor

French 3 provides the foundation for more advanced courses. Students continue to develop their listening, speaking, writing, and reading skills. With guided practice in the interpretive, presentational, and interpersonal modes, paired with a base of more advanced grammar and richer vocabulary, students work toward more proficiency and more independent learning of French. We read a variety of authentic texts and articles in French. Speaking and listening are strengthened through pair and group work. In addition, students work to perfect their pronunciation.

French 4

Term: year
Open to: 9,10,11,12
Prerequisite: French 3 or permission of instructor

French 4 is a course designed to empower students with confidence in speaking and writing about contemporary themes related to the francophone world. Students practice written and oral expression in a variety of authentic contexts, putting into practice the material learned over the past three years. Although the course is discussion based and conversational in focus, grammar has its important place in the curriculum and is covered largely within the context of the varied cultural material. Students in French 4 also view and study several short award-winning French language documentaries, providing them an authentic outlet for their developing language expression. Towards the end of the year, students also explore samples of French literature, from the fables of La Fontaine to the inspiring travels of *Le Petit Prince*. French is the language of instruction in this course, and all students are expected to communicate in French.

AP French Language and Culture

Term: year
Open to: 9,10,11,12
Prerequisite: French 4 and permission of instructor

This course prepares students for the AP French Language and Culture exam. The curriculum is structured around six broad themes (determined by the College Board) — Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics — that promote an integration of language and culture. Students complete oral, listening, reading and written assignments within the framework of these themes. The main areas of focus is contemporary francophone issues and literature. The course is taught entirely in French.

French and Francophone Literature

Term: year
Open to: 9,10,11,12
Prerequisite: AP French and permission of instructor

During the first half of the year, this course will use the literature of authors like Victor Hugo, Emile Zola and Guy de Maupassant, as well as the artwork of the great realists and impressionists to investigate the Parisian society's obsession with urban transformation, social status and wealth. How did this obsession interplay with the dynamics of work, family, social status, and government? Students in this course must have a high level of proficiency in reading and listening comprehension in French. Assessments include journal entries, papers, oral presentations, and projects.

During the second semester, our attention turns to a survey of Francophone writers from the 20th and 21st century. Possible authors include Pineau from Guadeloupe, Zobel from Martinique, Nothombe from Belgium, Ben Jelloun from Morocco, and Sijie from China. Assessments will continue to include journal entries, papers, oral presentations, and projects.

Latin 1

Term: year
Open to: 9,10,11,12

Students learn basic vocabulary, grammar, and translation skills. They become acquainted with Roman culture, history and mythology and they spend considerable time on Latin word roots in English. *Offered subject to sufficient enrollment.*

Latin 2

Term: year
Open to: 9,10,11,12
Prerequisite: Latin 1, successful completion of 8th grade Latin from the Middle School, or permission of instructor

The course continues the student's introduction to Latin grammar. We review the material covered in Latin 1, then work on infinitives, participles, and the subjunctive. By the end of Latin 2, students have covered all the elements of Latin grammar and the important rules of syntax and are able to begin reading real Latin. Throughout the second semester, we read excerpts from such Roman writers as Martial, Catullus and Pliny.

Latin 3

Term: year
Open to: 9,10,11,12
Prerequisite: Latin 2 or permission of instructor

Students expand their vocabulary and grammar skills by translating Latin texts. They also study the history of ancient Rome from its founding to the early Empire, with a focus on the late Republic. Selections include readings in unadapted Latin from such authors as Cicero, Ovid, Pliny and Eutropius. In the fourth quarter of the course they learn how to read Latin poetry.

AP Latin: Vergil's *Aeneid* and Caesar's *Gallic War*

Term: year - Offered in 2017-2018 and in alternate years.
Open to: 9,10,11,12
Prerequisite: Latin 3 or permission of instructor

Students read parts of Vergil's *Aeneid* in order to study epic style, with emphasis on poetic forms and careful analysis of the story, structure and syntax. Discussions center on the literary and thematic aspects of the *Aeneid*. Reading passages from Caesar's *Gallic War*, students consider Latin prose stylistics as well as the history and politics that prompted Caesar to write this important work. This course prepares students for the AP Latin Exam. Offered in 2017-2018 and in alternate years.

Advanced Latin Literature

Term: year - Offered in 2016-2017 and in alternate years.
Open to: 9,10,11,12
Prerequisite: Latin 3 or permission of instructor

This course allows students who already know how to read Latin to explore what delineates the characteristics of Latin literature, as they spend the year reading passages from four of Rome's greatest writers in three different genres: Livy (history), Plautus (comedy), and Catullus and Horace (lyric poetry). Students analyze themes, characters, images, and important aspects of grammar and meter.

Spanish 1

Term: year
Open to: 9,10,11,12

This course provides students with the tools necessary to communicate immediately in Spanish. Through varied communicative classroom activities and regular at-home review, students will learn the basic elements of grammar and vocabulary. Students develop the four language skills simultaneously, developing their communicative skills in oral presentations, dialogues, readings and informal conversations. The course helps students build a comfort level for basic conversation in common, real-life contexts and encourages them to express their own ideas. Spanish 1 also introduces the student to the geography and culture of the Spanish-speaking world. *Offered subject to sufficient enrollment.*

Spanish 2

Term: year
Open to: 9,10,11,12
Prerequisite: Spanish 1 or permission of instructor

Students review grammar and vocabulary from Spanish 1. Then they continue their study of essential grammatical structures and tenses such as the preterite and the imperfect. Vocabulary expansion is an important component of this level. Development of the four language skills (listening, speaking, reading and writing) is continued with an even greater emphasis on speaking Spanish in the classroom. Students will have frequent opportunities to speak in pairs, small groups, improvised and prepared dialogues, and brief presentations to the class. They will also be encouraged to seek opportunities to practice Spanish outside of class settings. The study of Spanish-speaking cultures will continue through readings, discussions, projects, music, and videos.

Spanish 3

Term: year
Open to: 9,10,11,12
Prerequisite: Spanish 2, successful completion of 8th grade Spanish from the Middle School, or permission of instructor

Spanish 3 aims to continue towards a higher level of proficiency, building upon the skills taught in Spanish 1 and 2. The course is centered around oral communication inspired by current events and cultural topics. Spanish 3 gives students an increased vocabulary and grammar base with which to interpret the world around them and to better express themselves in the target language. The class is conducted in Spanish and assessments emphasize presentational and interpersonal speaking as well as interpretative activities.

Spanish 4

Term: year
Open to: 9,10,11,12
Prerequisite: Spanish 3 or permission of instructor

In this high intermediate level course students will also review grammar of Spanish 1, 2, and 3, with a special stress on practicing advanced structures. At the same time, students will practice writing in long and short formats. There will be an emphasis on new general vocabulary, and they will speak on a variety of topics stressing circumlocution. The students will also read short stories on a variety of topics and watch several films from different Spanish-speaking countries. The class will be held completely in Spanish.

Advanced Spanish

Term: year
Open to: 9,10,11,12
Prerequisite: Spanish 4 or permission of instructor

Advanced Spanish is a year-long, elective course designed for students who want to continue to practice and improve their Spanish after Spanish 4 but do not want or are not ready to take an Advanced Placement course. In this course, students focus on conversation, reading, writing, and presentation skills, as well as vocabulary expansion and intercultural understanding. In combination with classroom study of Latino history, arts, culture, and immigration, students attend cultural events throughout the Triangle. All presentation of material and conversation is in Spanish. Because the course is designed to vary year to year, a student can take it *both* junior and senior years.

Spanish AP Language

Term: year
Open to: 9,10,11,12
Prerequisite: instructor's permission

This course is intended for Juniors and Seniors who have demonstrated excellence in Spanish and who wish to take the AP Language exam. Towards this goal, the basis of the course is an intensive grammar review, frequent readings of many types, continuous vocabulary acquisition, and auditory and oral practice. During the second semester, students will continue to refine their skills while increasingly focusing on the specific types of exercises that will be tested on the AP exam.

Spanish AP Literature

Term: year
Open to: 9,10,11,12
Prerequisite: AP Spanish Language and instructor's permission

This course focuses on the required reading list for the AP Spanish Literature Exam, which includes Hispanic authors ranging from the 15th century to the present. Students will read the literary texts and be able to place them in an appropriate historical context. In addition, they will become familiar with literary terminology and literary movements. They will practice the art of literary analysis and of writing elegant formal essays to express their ideas. Only students with good Spanish skills and a sincere interest in literature should consider this course.

HISTORY

The History Department offers courses in three principal areas of study during 9th, 10th, and 11th grade, and a series of elective courses that are available to students in the 10th -12th grade years. Required courses are World Cultures and U.S. History. Freshmen must take World Cultures. Sophomores normally elect Western World, but may fulfill their three-year history requirement with two semesters of electives. U.S. History is a required course and is expected to be taken in the Junior year. Any deviation needs to be approved by the Academic Committee or the History Department Chair. The department's electives (which tend to change from year to year) are tailored to the students' various interests.

World Cultures

Term: year
Open to: 9

The course, designed for freshmen, is a survey of the peoples and cultures of the Middle East, Africa, and India. It seeks to sensitize students to the history, culture and current affairs of these areas and show similarities between peoples of the various world cultures and those of our own western culture. Comparisons of the histories and cultures of the different areas will be an important part of the course work. Short tests, novels, films and discussions form the basis of the course.

Western World

Term: year
Open to: 10

What is “Western civilization”? Who and where does it encompass? What, if anything, does it stand for? One broad goal of this course is to equip students with the information and analytical skills necessary to draw their own conclusions about what it means to be “Western.” The course, designed for sophomores, traces the development of major ideas in Western Civilization from ancient Greece to the present. The course progresses chronologically while emphasizing certain themes, including political ideals and realities, philosophical notions of truth, the relationship between religion and power, social dynamics, gender relations, competing ideologies, challenges to orthodoxies, economic trends, and artistic endeavors. A textbook anchors the reading assignments, which also include an array of primary sources. Students will practice the art of historical thinking in daily class discussions and in periodic essays.

U. S. History

Term: year
Open to: 11

The course deals with major themes and events in American History since Colonial times that have helped shape the American character. Students will investigate the political and social foundation of the United States from European colonization to the present-day. The relationship of geographical diversity, settlement patterns and economic prosperity to political developments over time will be studied. Contributions of diverse racial, ethnic and religious groups to the development of American culture will be emphasized. Using a standard text and supplemental documents and readings, students will be introduced to the following main topics: The Revolutionary War and the Constitution, Early Nationalist Period, Sectional Strife, Civil War, Industrialization, Progressivism, World War I, The Conservative 20's, Depression and New Deal, World War II, the Cold War, Domestic Politics in the 1960's and 1970's and Globalization.

AP U.S. History

Term: year
Open to: 11
Prerequisite: satisfactory completion of application process

The course is designed for students with special ability and interest in history and emphasizes historical interpretation and the art of inquiry into various areas of U. S. History. Among the topics considered are Puritan theology, the evolution of American nationalism and democracy, the divisive impact of slavery and sectionalism, the nature of reunion, the forces of industrialization and urbanization, Populism, Progressivism and the New Deal, the evolution of foreign policy from isolationism to the Cold War, and Civil Rights. Films, debates, and the study of primary documents will form the basis of the course. The course prepares students for the Advanced Placement exam given in May.

AP U.S. Government and Politics

Term: year
Open to: 12
Prerequisite: instructor's permission

The course addresses major themes of U.S. government and politics: constitutional underpinnings; political beliefs and behaviors; political parties, interest groups, and mass media; Congress, the Presidency, the bureaucracy, and the courts; public policy; and civil rights and civil liberties. Extensive reading and writing will prepare us for a productive exchange of ideas and information through discussion and activities in which students act as political scientists, political figures, or policymakers. Students are expected to follow relevant current events and to complete a hands-on political participation project of their choosing.

AP European History

Term: year
Open to: 11, 12
Prerequisite: WW and instructor's permission

This course tackles major problems in early modern and modern European history and, in doing so, explores the origins of modern Western society and its inherent perspectives. The course begins in the crises of the late Middle Ages and ends in the aftermath of the Cold War. A course textbook provides narrative overview, but most of class time will revolve around students' engagements with the broader historical questions and debates related to each topic. The course aims to hone students' skills of historical analysis through a heavy emphasis on writing and discussion. Course materials include various primary sources and films, but also sophisticated secondary works, including recent scholarly articles and books. In this way, the course familiarizes students with various contemporary approaches to the study of the past, including political, intellectual, feminist, Marxist, and cultural histories.

AP Human Geography

Term: year
Open to: 10,11,12
Prerequisite: instructor's permission

The Advanced Placement Human Geography course is designed to introduce students to the systematic study of patterns and processes that have shaped our understanding, use and alteration of the Earth's surface. In addition to defining regions and evaluating the process of regionalization, students enrolled in this course will be expected to develop the skills to interpret maps and analyze geospatial data. Upon successful completion of this course, and in preparation for the Advanced Placement examination, students should also understand how cultural values, political regulations and economic constraints coincide to create particular landscapes. Some of the topics covered in this course include major geographical concepts such as location, scale, regionalization, globalization and gender issues; cultural patterns and processes such as diffusion patterns, assimilation, multiculturalism, cultural conflicts and differences in cultural attitudes and practices toward the environment. Additionally, the political organization of

space, the evolution of contemporary political patterns, the development and diffusion of agriculture, origins and character of cities and other contemporary urban issues will also be investigated. We will also emphasize the Burgess, Hoyt, and Harris-Ullman models of internal city structure and development.

Semester Electives

While most electives are open to juniors and seniors, sophomores can take certain electives with the instructor's permission. Those courses with restricted access for 11th and 12th graders will be so noted in the course description and otherwise sophomores are welcome in all other courses. In the case of over-subscription, preference will be given to seniors.

AP Micro Economics

Term: fall
Open to: 11,12
Prerequisite: Successful completion or concurrent enrollment in *A.P. U.S. History* or *U.S. History* and *Honors Chemistry* or *Chemistry*.

After quickly laying a foundation on efficiency, productivity, specialization, comparative advantage, the law of diminishing marginal utility, non-price determinants of supply and demand, market reaction to regulatory restraints such as price floors and ceilings, and the calculation of supply, demand, and cross elasticities; students will apply their understanding of supply and demand to an important factor market by studying labor economics, wage determination, and causes of income inequality. Then, the course will examine the numerous costs firms calculate when making output decisions, including short-run fixed, variable, average, total, and marginal costs, as well as long-run average cost curves, economies and diseconomies of scale, and the law of diminishing marginal returns. Students will learn how firms use marginal revenue, total revenue, marginal cost, average cost, total cost, and market demand curves to maximize profits in the four major market types: monopoly, oligopoly, monopolistic competitive, and perfect competition. The course will examine the efficacy of government regulation by focusing public goods, negative externalities, and anti-trust law. This challenging, fast-paced course will rely on a college-level text, problem sets, and frequent testing to ensure that students master complex concepts in a course built on a rational cost-minimization and productivity approach to microeconomics.

Intro to Economics

Term: fall or spring
Open to: 10,11,12

This course welcomes students to basic economic concepts with concise, accessible readings and short video lessons. Using a variety of lively in-class activities as well as films, position papers, debates, group projects, and plenty of discussion, students will learn about opportunity cost, comparative advantage, supply and demand, unemployment and inflation, and the choices that consumers and producers make in order to get the most for their money. Students will learn about investing strategies, taxes, fiscal policy, banking basics, monetary policy, and the methods politicians and the Federal Reserve use to generate and sustain economic growth. The course will move at a pace that ensures student gain a long-lasting understanding of the economic issues that make headline news every day. The course will prepare students for success in college-level economics courses.

The Late, Great Nineteen Sixty-Eight

Term: fall
Open to: 11,12,10 with instructor's permission

Nineteen Sixty-Eight was a watershed year in American history. The Civil Rights Movement was in full force and after the Tet Offensive in Vietnam; the war protests became more widespread and violent. An active counter-culture emerged among the youth of the time. This counter-culture, including the music that was so central to it, will be explored. A study of the politics and the social/cultural issues surrounding the 1968 Olympic games will be explored. The candidates who ran for the Presidency in 1968 represented many competing points of view on the issues of the day, especially the War in Vietnam. The course will focus on the lives of Martin Luther King and Robert F. Kennedy. Students will read the "I have a Dream Speech" and other selections from *I Have a Dream: Writings and Speeches that Changed the World* by James Melvin Washington (ed.). They will be exposed to the power of King's orations through *MLK: The Martin Luther King, Jr. Tapes.* The section on Robert F. Kennedy would focus on the era from JFK's Presidency to 1968. Students will read *Robert Kennedy and His Times* by Arthur M. Schlesinger. In addition, students will read primary source material and historical interpretations of events, which occurred in 1968.

Modern Global Issues

Term: fall
Open to: 11,12,10 with instructor's permission

How did a desperate street vendor's self-immolation result in dramatic waves of protest that swiftly toppled powerful dictators like Tunisia's Ben Ali, Egypt's Mubarak,and Libya's Gaddafi? Why are there so many fewer girls than boys in many countries, and what are the implications of this imbalance, both now and for the future? What rights to intellectual property should the creators of films, songs, and pharmaceuticals have, and what protections are reasonable in this unprecedented era of information sharing? How significant a role does the United States play in the world today, and what power balance will develop as we move further into the twenty-first century? These are the sorts of questions that will be discussed in this semester elective concerning significant and timely issues of the day. This class is designed to help students develop an understanding of contemporary events so that they can develop informed and well-reasoned perspectives about them and thus move towards a fuller understanding of the world in which we live. This discussion-based class will incorporate a variety of activities and assignments including simulations, research projects, and multi-media creations.

Research Seminar: The History of Durham

Term: fall
Open to: 11,12
Prerequisite: permission of instructor and current history teacher.

Durham, North Carolina has a relatively brief but fascinating—and rapidly shifting—history. In many ways, the city represents the adaptability of the New South and a model of urban reinvention. And yet, it is also a place with visible roots from an earlier and much different social world. How and why has Durham changed? This course begins with an exploration of the history of Durham County, which will include guest speakers and off-campus trips. Each student will then undertake a major research project on a topic of his or her choosing. The possibilities are vast and cross disciplinary, including urban development, civil rights, RTP, athletics, universities, tobacco history, Black Wall Street, school desegregation, the Duke family, the art scene, and more. The instructor will help guide the research and writing processes, but it is excepted that each student (depending on the topic) will conduct significant research in off-campus repositories, including the Special Collections rooms at Durham County Library, Duke Library, and UNC's Wilson library. By the end of the course, each student will produce a scholarly work of original research.

AP Macro Economics

Term: spring
Open to: 11,12
Prerequisite: Successful completion or concurrent enrollment in *A.P. U.S. History* or *U.S. History*

After a quick review of economic basics including opportunity cost, the production possibilities frontier, comparative advantage, decreasing marginal utility, demand and supply curve shifts, restraints on the market, and economies and diseconomies of scale, this course will use a college-level text and selected online video lessons to help students learn how the U.S. economy operates. Using class discussion, problem sets, policy papers, projects, in-class activities, and debates, students will learn about unemployment, inflation, GDP, aggregate supply and aggregate demand shifts in the short and long run, taxation, debt and deficit, fiscal policy, theory of money, fractional reserve banking, the Federal Reserve System, monetary policy, exchange rate determination, the balance of payments, trade policy, and the costs and benefits of international trade. Throughout the course, students will consider competing ideas about what generates economic growth and employment. Students will discuss and debate Keynesian and Neo-Keynesian policies, classical free market theories, and aggregate production functions.

Cotton, Coffee, and Cocaine: Commodities in History

Term: spring
Open to: 10, 11,12

What is globalization? How and why did the people of the earth become so connected? How important is trade in shaping historical outcomes? In this course, we will explore the histories of certain traded goods—not only those listed in the title, but also others such as oil, slaves, tobacco, rubber, and sugar—to better understand the emergence of the modern global capitalist system. We so often tend to see (and teach) history in terms of major political events and ideas, even though we know that there are always also economic, social, and cultural forces at work. Commodity histories tend to focus on the ways that those forces converge, with wide-ranging and often surprising consequences. In this way, the course aims to provide students with a more nuanced appreciation of historical causation and change. Course readings will mine the recent flourishing of popular commodity histories as well as more classical selections. Students should expect to take turns leading discussion, to complete several essays, and to undertake one research assignment.

Crimes and Punishments

Term: spring
Open to: 11,12,10 with instructor's permission

How do different societies regard and treat those who commit illegal acts? To what degree have punishments changed over time? Why do rates of incarceration vary so much between countries? Does more incarceration result in greater safety? This course is designed to address these and other questions so that students can begin to understand incarceration in the modern world and its implications for the future. After beginning with an introduction to the philosophical underpinnings and historical roots of punishment in the Western world, we will study how various states in the twentieth century dealt with individuals who broke the law. We will then analyze the modern system of incarceration in the United States, the birth of the prison-industrial complex, and the effects of mass incarceration on American society. A comparison with countries that reflect distinct and different attitudes towards punishment and rehabilitation will also be included.

The Cold War and the New World Order

Term: spring
Open to: 11,12,10 with instructor's permission

What was the Cold War? How did the ideas promoted by the US and USSR shape the attitudes and beliefs of ordinary citizens throughout the world in the second half of the twentieth century? Why did the end of the Cold War come so rapidly and unexpectedly? Is the world a better place because this great superpower rivalry no longer exists—or have old enemies simply been replaced by new ones? What should we think about the development of

globalization which has followed in its wake, and how has this new economic order affected people from Zimbabwe to Vietnam to Syria? These are some of the many questions that we will explore in this seminar on the end of the Cold War and the new world order which has emerged from its demise. Students in this course will read numerous articles and commentaries from a wide variety of contemporary sources and view films that provide insight into contemporary issues like terrorism and modern-day slavery that have been fueled by the changing world situation. Readings will address not only political developments since the end of the bi-polar world but also social and cultural ones that reveal the continuing impact of this change on the lives of ordinary people.

INDEPENDENT STUDY

A one-semester independent study option is available to sophomores, juniors and seniors who wish to pursue an area of study not represented by a course in the Upper School curriculum. An independent study project may not be substituted for a previously established school or departmental requirement; it will not be counted toward minimum course load requirement nor will it count toward the 20-credit graduation requirement. Titles of successfully completed independent study projects will be entered on students' transcripts with a grade of Pass/Fail. The student may be required to demonstrate at a Monday Morning Meeting, class meeting or similar venue knowledge gained by participating in the named project.

To become eligible for an independent study project, a student must present a formal proposal to the Upper School Director indicating:

1. the title of the project
2. the name of the faculty advisor for the project
3. objectives and a plan of implementation
4. a preliminary list of resources
5. the form of the final project (paper, exam, film, presentation, etc.)
6. approval of the project by the student's faculty advisor, parents, the advisor for the project and the chairman of the department.

Proposals must be submitted no later than 1 May for fall semester projects and 1 December for spring semester projects. The Academic Committee will evaluate all proposals and notify students of its decisions by 15 May or 15 December.

INTERDISCIPLINARY STUDIES

AP Seminar: Cross-Curricular Research

Term: Year
Open to: 10, 11, 12
Prerequisite: B+ average in prior English course

Wealth & Poverty, Immigration, Education, Diversity, Food, Identity… Investigate real-world topics of your choosing from multiple perspectives. AP Seminar is a foundational research course that engages students in cross-curricular conversations that explore the complexities of real-world topics and issues by analyzing divergent perspectives. Students will consider a theme or issue of choice through a variety of lenses and from multiple perspectives, many of which are competing. Themes are selected based on student and teacher interest, and will be decided at the onset of the course. Students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, you will learn to collect and analyze information with accuracy and precision, develop arguments based on facts and effectively communicate them.

**AP Seminar is a prerequisite for AP Research (To be offered 2018). Successful completion of both AP Seminar & AP Research meets the requirement for the AP Seminar & Research Certificate. Successful completion of the AP Seminar & Research Certificate in addition to 4 other AP courses meets the requirement for the AP Capstone Diploma.*

Digital Media and Publishing

Term: year
Open to: 10,11,12
Prerequisite: instructor's permission

This course is centered on the use of a variety of software for the purpose of creating a student-centered publication. Paired with digital media, the course will also involve learning about challenges and dilemmas encountered in the publishing experience. An introduction to the course begins with a short unit on media literacy to provide sensitivity to the use of Media as a means of persuasion. Basic journalism including note-taking, interviewing, and achieving a writing style while understanding such concepts as libel and slander provide the foundation for the writing portion of the course. But journalism is more than writing. It is also page design, photo and art direction, construction of the publication and an understanding of the publishing business. The students will learn programs such as InDesign, Photoshop, IMovie and Final Cut LE. Initially, the instructor will provide the groundwork for the understanding of InDesign and Photoshop. As the year progresses, students will be expected to become proficient in one area of the programs and be responsible for conveying that information to the rest of the class. Students will also be in involved in all aspects of the publishing process including maintaining deadline schedules, editing, and class support while reworking articles. Assessments will include student's proficiency with the programs, quality of copy, digital imaging and overall layout design. Class size is limited.

Senior Elective – Teaching Literacy Skills (Augustine Tutoring)

Term: year
Open to: 12
Prerequisite: application

This course is a collaboration among DA Upper School, The Augustine Literacy Project® (ALP) and Durham Public Schools. It combines three focus areas: A rigorous, systematic, multi-sensory, phonetic teaching approach to address language-related learning difficulties; a year-long, one-to-one tutoring relationship with a child at Hope Valley or Creekside Elementary School; and outreach into the Durham community to address the needs of low-income, at-risk children who struggle with reading, writing and spelling. DA seniors will be taught how to tutor second graders using the Orton-Gillingham approach and the five essential components of research-based reading instruction: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Tutors will develop an ongoing relationship during the academic year with their assigned Augustine child (to qualify as an Augustine child, students must be eligible for free or reduced-price lunch and below grade level in literacy skills). DA tutors will be expected to teach approximately three lessons a week at Hope Valley or Creekside, under the supervision of Augustine Project staff. In the remaining class periods at DA, students will construct lesson plans, reflect on their tutorial experiences, and discuss articles addressing child development, literacy, poverty and related topics. Students signing up for this course will represent Durham Academy to the larger Durham community through this direct and sustained tutoring/mentoring program. The course is taught by Augustine Project Executive Director, Lori Easterlin, and DA faculty member, Kelly Teagarden. Students are encouraged to consult with Ms. Easterlin and Ms. Teagarden concerning course availability and logistics. An application is required. Please note the class meets during “E” period to allow time for tutors to teach a 45 minute lesson and to drive to and from Hope Valley or Creekside Elementary School.

Senior Elective – Peer Educators

Term: year
Open to: 12
Prerequisite: application and interview

Seniors taking this course will be trained to lead class discussions that seek to help ninth graders define themselves and their network of relationships and activities in the Durham Academy Upper School community. Seniors will be expected to develop an ongoing mentoring relationship during the academic year with their assigned Self and Community class. They will be expected to meet three times per 7-day rotation with their assigned class. During the remaining three class periods, seniors will meet with their teaching peers and the supervising teacher(s) to construct lesson plans on health and wellness issues, reflect on their teaching styles, and discuss leadership and personal development.

Cavalier Capstone: The Mission-Driven Life

Term: fall
Open to: 10,11,12

Durham Academy's mission compels us to prepare young people for "moral, happy, productive lives."

This course explores the contributing factors, competing theories and necessary interdependence of morality, happiness and productivity.

The ideas of Aristotle, Martin Luther King, Pauli Murray, David Brooks, and others will frame our study of morality. Readings and research from philosophy, religion and positive psychology will inform our next unit. Ben Franklin, Carol Dweck, and Stephen Covey (*The Seven Habits of Highly Effective People*) will help us identify new paths to productivity.

Through videoconferencing and recorded speeches, we will enrich several discussions by sharing them with students from The American School in Switzerland (Lugano), The Experimental High School Affiliated with Beijing Normal University (China) and Student U (Durham).

In addition to those cross-cultural conversations and the lessons drawn from books, articles, films, guest speakers, TED talks and podcasts, we will activate our learning through debates, field trips and shared meals. Each student will leave this course with a coherent and personalized mission statement.

Peer Tutoring

Term: fall
Open to: 11,12

Juniors and seniors taking this course will work with faculty to develop lesson plans and teach the ninth grade Student Skills course.

The students taking this course will be expected to develop an ongoing mentoring relationship during the semester with their assigned Student Skills classes. They will be expected to meet three times per 7-day rotation with their assigned classes and at least once per rotation with faculty to review lesson plans and outlines.

Engaging with Durham - Creating Solutions for Complex Issues

Term: Spring Semester
Open to: 11, 12
Prerequisite: None

DA prides itself on its deep connections to the Durham community. This course considers some of the complex, hard-to-solve issues in this area DA calls home. Who is Durham? For whom does Durham work? Where is Durham headed? What obstacles does it face on that journey, and can they be overcome? Topics continue beyond "History of Durham" into current events impacting Durham.

Students will explore these questions through readings, discussions, field trips, and speakers. We will visit Durham as a class, engaging in community service and learning about the nuances of taking action in your community. Students will learn how to conduct a sensitive and effective interview, and apply these skills during class presentations and site visits. Throughout the semester, students will work on independent research projects that will culminate with a presentation or work submitted for publication. (Documentary, poster session, journal / newspaper / magazine submission, oral presentation, etc...) Topics may include, but are certainly not limited to: literacy, education, public policy, gerrymandering, gentrification, legal justice, public health, and immigration issues within the Triangle.

MATHEMATICS

Algebra 1

Term: year
Open to: 9

Algebra I is a foundational course for Geometry, Algebra II and Precalculus. The major topics studied are solving linear equations and inequalities, word problems based on linear relationships, working with polynomials to include factoring, solving systems of equations to include word problems, solving quadratic equations to include the quadratic formula, completing the square, and factoring, properties of exponents, working with rational expressions, and working with radical expressions to include the Pythagorean Theorem.

Geometry

Term: year
Open to: 9,10,11
Prerequisite: Algebra 1

Geometry provides an introduction to Euclidian Geometry by examining geometric figures in two and three dimensions. Algebraic methods are reviewed and used in geometric applications. First semester topics include points, lines, planes, deductive reasoning, parallel lines and planes, triangles, congruence, polygons, quadrilaterals, and inequalities. We will also introduce the proof process to include two-column and indirect proofs. In the second semester we will consider applications of similarity, Pythagorean theorem, right triangle trigonometry, circles, area, surface area and volume of solids and coordinate geometry.

Algebra 2

Term: year
Open to: 9,10,11
Prerequisite: Algebra 1, Geometry, or math department permission

Algebra II builds on the foundations set in Algebra I. Major topics studied are linear and data analysis, systems of equations, matrices, quadratic functions, exponential functions, inverse functions, rational functions, radical functions, conic sections, sequences and series, and probability. Multiple representations of functions are emphasized as are algebraic skills. Real world applications and technology are incorporated throughout the course.

Precalculus

Term: year
Open to: 9,10,11,12
Prerequisite: B- or better in Algebra 2

Precalculus is a course designed to weave together the material from previous math courses, build problem solving skills, and study new content in preparation for students to take calculus. Topics studied are Linear, Quadratic and Polynomial Functions, Exponential and Logarithmic Functions are revisited, development of e and the natural logarithm; Trigonometry is a major focus of the second semester; Rational function are studied at a deeper level than students encountered in Algebra II; graphical and algebraic limits are studied; probability from Algebra II is built upon and extended. Technology is incorporated throughout the course as are real world applications.

Elements of Precalculus

Term: year
Open to: 10,11,12
Prerequisite: Algebra 2

Elements of Precalculus examines all of the major topics as those in Precalculus. Fundamental concepts are reviewed more in depth and the pace of the course is slower. Elements of Precalculus is recommended for students earning an 80 or below in an Algebra 2 course. Technology is incorporated throughout the course as are real world applications.

Honors Precalculus

Term: year
Open to: 9,10,11,12
Prerequisite: A- or better in Algebra 2 and permission of current mathematics teacher

Honors Precalculus is designed to to place greater emphasis on more challenging applications of the topics covered, preparing for enrollment in the BC Calculus course. Topics include all those listed in the Precalculus course and will also include more abstract graphing of functions, data analysis, and study of recursion, sequences and series. This course is designed for those students earning grades of A- or better in Algebra II.

Precalculus with Human Rights Focus

Term: year
Open to: 9,10,11,12
Prerequisite: B- or better in Algebra 2

This unique interdisciplinary course will cover all mathematical topics listed in the traditional Precalculus course, but it will also apply these principles to modern human rights issues. Human Rights topics could include education and literacy, hunger, poverty, health, environmental crises and more. The course will use traditional assessments (e.g., quizzes and tests) as well as alternative assessments based on the social issues discussed in class. These alternative assessments could take the form of class discussions, case study analyses, group presentations or brief position papers. Depending on availability, there may be opportunities to interact with experts in the human rights organizations. The data for these case studies will come from organizations such as the United Nations Sustainable Development Goals or other local, research-based NGOs. This course will be taught at the standard Precalculus level.

AP Calculus AB

Term: year
Open to: 11,12
Prerequisite: Elements of Precalculus, Precalculus, Precalculus with HRF and permission of current mathematics teacher

AP Calculus AB covers one college semester of Calculus. Topics studied are limits and continuity, derivatives and their applications, integrals and their applications, differential equations and slope fields. Students are prepared to take the AB Calculus exam.

AP Calculus BC

Term: year
Open to: 10,11,12
Prerequisite: A or better in Precalculus or Precalculus with HRF, B or better in Honors Precalculus and permission of current mathematics teacher

AP Calculus BC covers two college semesters of Calculus. Topics studied are limits and continuity, derivatives and their applications, integrals and their applications, differential equations, sequences and series. This course is recommended for students who have completed Honors Precalculus or earned an A in Precalculus or an A in Precalculus with Human Rights Focus. Students are prepared to take the BC Calculus exam.

Calculus C

Term: year
Open to: 11,12
Prerequisite: successful completion of AP AB Calculus and permission of current mathematics teacher

Calculus C allows students who have completed AP Calculus AB to continue calculus. Students taking AP Calculus AB and Calculus C cover two college semesters of Calculus across two years. Students are prepared to take the BC Calculus exam.

AP Statistics

Term: year
Open to: 10,11,12
Prerequisite: Elements of Precalculus, Precalculus or an A in Algebra 2 and permission of current mathematics teacher

AP Statistics is a introduction to Statistics. Topics covered are displaying and describing data, gathering data, probability and inference. Much of second semester is spent studying inference: sampling distributions, confidence intervals, significance tests, normal distributions, t distributions, chi square distributions. Concepts are studied through real world applications and technology is emphasized. AP Statistics is open to students who have are currently enrolled in or have completed a Precalculus course. Students are prepared to take the AP Statistics exam.

Multivariable Calculus

Term: year - Offered in 2017-2018 and alternate years
Open to: 11,12
Prerequisite: a score of 4 or 5 on the BC Calculus exam or a 3 on the BC Calculus exam and permission of current mathematics teacher

Multivariable Calculus will include partial differentiation and partial differential equations, line integrals, multiple integrals and surface integrals. Lagrange multipliers are typically covered. Emphasis will be placed on problem-solving and the theorems that underlie these branches of mathematics. If time is available, further topics may include systems of differential equations, the calculus of probabilities, or other topics at the discretion of the instructor. A score of 4 or a 5 on the BC Calculus exam is a prerequisite for the course.

Non-Euclidean Geometry and the Shape of Space

Term: year - Offered in 2016-2017 and alternate years.
Open to: 11,12
Prerequisite: a score of 4 or 5 on the BC Calculus exam or a 3 on the BC Calculus exam and permission of current mathematics teacher

Geometry, Topology and Shape allows students to investigate and develop elementary theorems in non-Euclidean geometries. Students will complete constructions and proofs in the Euclidean plane as well as in non-Euclidean space. The course also includes an intuitive elementary study of manifolds. Strengthening communicating mathematical findings verbally and in writing emphasized throughout the course. A score of 4 or a 5 on the BC Calculus exam is a prerequisite for the course.

Special Topics in Mathematics I

Term: fall
Open to: 10,11,12
Prerequisite: Algebra 2

Mathematics will be utilized to develop techniques of thought that can be used to solve problems, analyze situations and hone the way we look at our world. These strategies will help in dealing with real-life decisions both inside and outside the realm of mathematics. We will study traffic patterns, wildlife management, population growth as well as the beauty, symmetry and order of mathematics. The use of technology will be emphasized. Course can be taken in the fall, the spring or both.

Special Topics in Mathematics II

Term: spring
Open to: 10,11,12
Prerequisite: Algebra 2

Mathematics will be utilized to develop techniques of thought that can be used to solve problems, analyze situations and hone the way we look at our world. These strategies will help in dealing with real-life decisions both inside and outside the realm of mathematics. We will study economics, financial literacy, drug testing, statistics in sports, mathematics of voting, population growth and other related topics. The use of technology will be emphasized. Course can be taken in the fall, the spring or both.

Statistics, Probability and Actuarial Science

Term: Fall
Open to 9,10,11,12
Prerequisite: Algebra 2

This one-term, non-AP course introduces students to fundamental concepts in statistics. The course begins with an introduction to presenting and interpreting data. Using case studies from a variety of disciplines, students explore in detail the background, concepts, and tools for studying that data and its variability. The main focus of the course is to discover methods of basic inference using various methods by working with simulations, probability, and real data. Topics include basic probability, basic linear regression, estimators, simulations, experimental design, and statistical inference. The final project of the course will ask students to apply mathematical and statistical methods to assess risk in insurance, finance or some other industry.

Finite Math

Term: spring
Open to: 9,10,11,12
Prerequisite: Algebra 2

Finite math is a generic title for a collection of mathematical topics. This course will offer an overview of many applications of mathematics, especially in the social and management sciences. Topics will include: mathematical model building, induction, combinatorics, the binomial theorem, matrix algebra, logic, voting coalitions, and linear programming. Students are expected to be involved in formulating problems, applying the appropriate mathematics to find a solution, and evaluating the solution. Computers and calculators are incorporated as computational and modeling aids.

PHYSICAL EDUCATION

In harmony with the mission of the school, the Durham Academy Physical Education Department believes that learning productivity is enhanced when coupled with a healthy, active lifestyle.

> The Durham Academy Physical Education Department's mission is to discover, create and facilitate the acquisition of knowledge and skills that are the foundation for wellness, fitness and physical activity. The goal is to empower all students, as independent learners, to respect the role that regular physical activity plays in the pursuit of lifelong health and well-being.

Graduation Requirement:
All students in the 9th grade are required to enroll in the ninth grade physical – technology – library experience. Over the next three years (grades 10, 11, 12), students must complete six credits of Physical Education, one of which must be the Health, Wellness and First Aid Seminar.

Freshman Physical Education and Self and Community

This course is required for all students in grade 9. It presents developmentally appropriate material that will address four specific areas:

- Physical Education and Activity
  The physical education component of this course provides students with an understanding of fitness as it relates to physical well-being. Emphasis is placed on refining motor skills and developing healthy habits. Students will participate in individual fitness testing programs and learn the skills, strategies and rules necessary to participate in and enjoy a variety of leisure and physical activities in order to maintain lifelong health and well-being.

- Self and Community
  Students will acquire knowledge about physical health, emotions and their management, and personality and character development. They will learn skills to promote self-acceptance, set goals, make decisions, and cope with stress. A sample of health topic areas to be covered include: stress awareness and management, HIV awareness, decision-making, nutrition, health risks of tobacco, alcohol and other substances.

- Information Literacy
  Information literacy is the foundation for lifelong learning. It is the ability to: recognize a need for information; locate appropriate resources; evaluate content for validity, reliability and authenticity; and effectively use and apply the information. Durham Academy students will acquire the necessary skills to conduct in depth and meaningful research. They will learn how to navigate, find, organize and evaluate quality resources. Students will also understand plagiarism and use appropriate citation styles to cite materials consistently and accurately. Finally, students will understand the importance of online citizenship, privacy and professionalism.

- Technology Education
  Students will develop a mastery of a variety of topics, including the school's current email and communications systems, Web 2.0 tools, cloud technology, collaborative document sharing, digital multimedia presentation content (including but not limited to digital photography and video as well as online collaborative and presentation tools) as well as address the ever-emerging ethical and social issues that are increasingly becoming an inherent part of our students' daily lives. The program is currently structured as a portfolio exercise and it serves to provide students with the skills to stay engaged and competitive in emerging models of a digital classroom.

The course is structured so that students will receive two to three days of Physical Education, one day of Self and Community, one day of Literacy Education, one day of Technology Education and one day of Student Skills per seven-day rotation.

Students in Grades 10, 11 and 12 may earn PE credits in the following ways: Durham Academy physical education classes, interscholastic athletics, dance, running club, individual fitness programs, and approved alternate Physical Education experiences.

Physical Education Classes:

Strength and Conditioning

Term: q1,q2,q3,q4
Open to: 10,11,12

Students can expect to learn proper form and technique of basic lifts, as well as develop a basic understanding of personal exercise program design and progression. Maximal (and or submaximal) exercise tests will be administered to students at the end of the semester in order to accurately evaluate progress. Students are expected to dress in proper athletic attire and the class will meet on a set alternating schedule (days 1, 3, 5, and 7 for example) that is determined at the beginning of the quarter.

Elementary Games

Term: q1,q2,q3,q4
Open to: 10,11,12

This course is designed for students who have a genuine interest in working with young children. Class time will be spent discussing teaching techniques appropriate for young children, organizing and playing games, and developing lesson plans for teaching experiences at the Lower School. Students will demonstrate their proficiency by working with the Lower School Physical Education faculty in their classes.

Health, Wellness, and First Aid Seminar

Term: q1,q2,q3,q4
Open to: 10,11,12

This course focuses on the physical, nutritional, and psychological connections of physical well-being. It will stress the importance of fitness and provides students with factual and anecdotal information about being physically fit. Practical ideas and conditioning techniques for improving fitness and staying fit will be provided.

PE: Select

Term: q1,q2,q3,q4
Open to: 10,11,12

This course is for students who want to investigate and participate in a variety of physical activities including, but not limited to, individual conditioning, strength training, lifetime sports, and team sports. Students will coordinate with the instructor a schedule of activities that will promote a spirit of cooperation, fair play and good sportsmanship. Lifetime activities may include croquet, disc golf, badminton, golf, and tennis. Team sport activities may include Ultimate, volleyball, basketball, soccer, and team handball. Students will be expected to learn the rules and practice the fundamental skills of these games and activities while incorporating health, safety and fitness components.

Additional ways to complete the Physical Education requirement:

Participation In Durham Academy Interscholastic Athletics:
Durham Academy will award a ONE Physical Education quarter-credit for each season of interscholastic athletics in which a student participates. This credit applies ONLY to Sophomores, Juniors and Seniors who complete a full season of participation, are on the active roster for the entire season, and participate from the first practice to the final game/match/meet.

Participation In Durham Academy Dance Classes:
Any student who takes Dance has the option to take it for either one Fine Art credit or for four physical education credits. If the student chooses to take dance as a fine art class, the student will be graded on the normal academic grading scale with the grade being factored in the student's GPA and the one credit applied towards the 20 credits needed for graduation. If the student chooses to take dance for four physical education credits, the student is graded on the Durham Academy physical education grading scale and the four physical education credits will be applied towards the 6 required for graduation. If a student takes dance as a PE course, the dance class will NOT count toward the minimum five courses a student must take in each semester. Students must declare their intention of taking Dance as a PE credit prior to the beginning of the year, and must meet with the instructor and receive her approval to take dance as a Physical Education class.

Participation in an Approved Alternate Physical Education Experience:
In order to earn Physical Education credits in a way other than with a Durham Academy class (PE or Dance) or a Durham Academy Athletic Team, the student must submit an application for credit prior to beginning the activity and must keep an activity/time log that is submitted it at the end of each month to the PE Department Chair or Registrar. These activities must done during the school year, have an aerobic component, and must be supervised. Students will be given 50 school days to complete 24 days of workouts.

Individualized Fitness Program:
This class is for students who have a clear mission in building a fitness program. Students will work with Coach Babwah in creating the IFP that is tailored to reflect individual fitness goals, current fitness level and lifestyle and covers the components of cardiorespiratory fitness, muscular fitness and flexibility. This class can be used in conjunction with a rehab program. This requires an application and interview with Coach Babwah. Students will be given 50 school days to complete 24 days of workouts.

Running Club:
The mission of the Running Club is to promote, practice, and enjoy running ~ it is not a "leisurely walking" club. Students can expect to run anywhere from 2 miles (to start the quarter) to 3 miles (by quarter's end) during a workout, either on trails or the track. The day's "coach" will determine daily workouts. Students choosing to participate at a leisurely level (i.e. walking and talking with friends) will NOT receive credit for that day. (No effort = No credits.) Students will be given 50 school days to complete 24 days of workouts.

PSYCHOLOGY

AP Psychology

Term: year
Open to: 12
Prerequisite: Biology and Chemistry. Intro to Statistics or AP Statistics is recommended by not required.

The goal of this course is to introduce students to the scientific study of human and animal behavior and mental processes and to prepare students for the AP Psychology examination. Coursework will include a significant amount of reading and homework, as well as class discussions, classroom exercises, demonstrations and role plays, quizzes, exams, and projects.. This course does not fulfill a science requirement.

ART HISTORY

AP Art History

Term: year
Open to: 11,12. 10 with Instructor permission

With a complete overhaul of the course curriculum of this survey course in place beginning in 2015-16 that will make covering the history of art much more manageable and lessen the workload for students, there will be a new focus for this class: “The study of art history invites students to discover the diversity in and connections among forms of artistic expression throughout history and from around the globe. Students learn about how people have responded to and communicated their experiences through art making by exploring art in its historic and cultural contexts. The student will be an active participant in the global art world, engaging with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art.” The framework of this course will be built upon “big ideas and essential questions” that encourage investigating works of art using skills that art historians value most. There is now a limit of 250 works that students will study in-depth in preparation for the AP Exam in May. In studying these representative works deeply, students will be better able to understand the importance of each work and the interconnections between works from a variety of traditions and cultures. To facilitate the work in the classroom, this course will make field trips to local art museums and architectural sites and have visits from local artists and art historians.

SCIENCE

SCIENCE DEPARTMENT'S STATEMENT OF PHILOSOPHY

The science program at Durham Academy rests on the assumption that doing science is the best way to learn about science. Experiential learning – doing science – is the central feature of our program from Pre-Kindergarten to Upper School. Learning experiences are based on presenting developmentally appropriate science concepts and skills as students progress from concrete to abstract levels of understanding and skill development.

Our program has these major emphases:

- To foster a wonder of and respect for the natural world, including one's self.
- To develop curiosity, science process skills and critical thinking skills – primarily through hands-on activities and laboratory experiments.
- To develop scientific "habits of mind" and an understanding of the ethics of science – those attitudes and values inherent to the scientific enterprise and to life in general.
- To link scientific "habits of mind" with character development (e.g., creativity, integrity, suspended judgment, etc.).
- To promote an understanding of basic scientific facts, concepts, principles, and theories.

Our faculty strives to teach students that science is dynamic, that science begins with questions, that answers invariably raise more questions, and that developing a life-long interest in learning science is essential. Students are continually encouraged to formulate questions, to evaluate which questions are best to pursue, and to devise ways to develop answers to those questions. Consequently, the human endeavor called science is viewed as both a noun and a verb. To achieve these goals, instruction revolves around activities, experiments, demonstrations, cooperative teamwork, lectures, discussions, simulations, debates, and research of scientific and popular literature through guided and independent papers and projects.

OBJECTIVES

Our program seeks to prepare students to become future scientists. It also seeks to prepare students to become future users of science, those who may or may not envision a career in science or engineering, but who will be critical consumers of scientific and technological information as well as evaluators of issues arising from science and technology. Our goal is for our students to be scientifically literate citizens, who

- Will be ready, willing, and able to cope with change and to participate in a global society.
- View science as an important, exciting, creative, value-laden, rigorous, collaborative, competitive, powerful, and fruitful human endeavor.
- Possess an understanding of important broad and unifying science concepts.
- Characterize science as important to everyday life.
- Possess a working knowledge of the interface between science and myriad technologies.
- Possess an adequate background and a set of values to critically consider science/technology/society issues and act in an informed, intelligent, and compassionate manner.
- Use technology to probe the world around us.
- Recognize the importance of personal character development (e.g., honesty, integrity, creativity, tenacity, resourcefulness, respect for self and others, etc.) as crucial to the pursuit of science and to leading a happy, moral, and productive life.

Biology

Term: year
Open to: 9

This introductory course uses a conceptual framework to study fundamental biological principles as well as the methods and techniques used to explore them. Major topics covered include evolution, biological diversity, homeostasis, cell biology, reproduction, heredity and DNA structure/function. Teachers emphasize an inquiry-based approach and small group learning practices. Biology counts as a biological science.

Introductory Physics - Mechanics

Term: year
Open to: 10,11,12
Prerequisite: Geometry
Corequisite: Algebra 2

Introductory Physics - Mechanics [project based introductory physics] emphasizes the conceptual and mathematical aspects of one of humankind's most ambitious and beautiful endeavors. In doing so, this course explores the laws and principles underlying some of Nature's most closely guarded secrets. Topics studied include kinematics, Newton's Laws, momentum, energy, rotational motion, gravitation, astronomy, and projectile and satellite motion. One of the primary vehicles Introductory Physics Mechanics uses to facilitate its process of exploration and discovery are four major quarter-long projects: The Toothpick Bridge Project, The Sun Study Project, The Mousetrap Displacement Project, and The Mousetrap Speed Project. Students successfully completing Introductory Physics Mechanics will have fulfilled the physics requirement for AP Physics C. Concurrent enrollment in Algebra 2 is recommended. Physics counts as a physical science.

Introductory Physics - Classical

Term: year
Open to: 10,11,12
Prerequisite: Geometry, Algebra 2 preferred, satisfactory completion of problem solving evaluation, and approval of instructor.

Introductory Physics - Classical [math based introductory physics] is a lab-based introduction to physics with an emphasis on mathematical models. Using a series of fundamental labs, students establish the foundation of motion and forces. From there the principles of energy, momentum, projectiles, circular motion, and gravitation are explored in the first semester. In the second semester, students study electric forces and fields, basic DC circuits, magnetism, and optics. The course concludes with a self- directed student research project. In order to accommodate the breadth of topics to be covered, the class will move at a rapid pace and it is critical that students have both a strong interest in science and a strong mathematical background. Students successfully completing Introductory Physics Classical will have fulfilled the physics requirement for AP Physics C. Physics counts as a physical science.

Chemistry

Term: year
Open to: 11,12
Prerequisite: Geometry
Corequisite: Algebra 2

Chemistry is a course designed to cover the basic topics of introductory inorganic chemistry. Students will work cooperatively to design and implement experiments, analyze results, and communicate findings. Throughout the course, a series of particle models of increasing complexity will be utilized to answer questions about how we view matter, how it behaves, and how energy is involved in the changes matter undergoes. The first semester focuses on the particle nature of matter, kinetic theory, and phases of matter. In the second semester, students learn about ways to describe matter, chemical reactions, stoichiometry, atomic structure, and chemical bonding. Lab work and problem-solving are integral components of the course. Chemistry counts as a physical science.

Honors Chemistry

Term: Year
Open to: 10,11,12
Prerequisite: *A- or better in both Physics and Algebra 2. Physics may be taken concurrently with special permission of the instructor.*

Chemistry Honors covers many of the same topics as Chemistry but in greater depth. Special emphasis is placed on a rigorous mathematical examination of chemical principles. The first semester focuses on basic concepts of chemistry including the particle nature of chemistry, kinetic theory of particles, energy transfer between particles, and how particles combine to form different phases of matter. The second semester opens with chemical reactions, atomic structure, chemical bonding and molecular geometry. Applications of chemical concepts including stoichiometry, the quantitative nature of chemical equations, reaction kinetics, equilibrium, and acid-base chemistry will also be introduced. Throughout the year the course makes extensive use of laboratory investigations to develop the relationships between experiment and theory. There is a heavy emphasis on scientific writing. Honors Chemistry counts as a physical science. *Note: sophomores may take this course only if space is available.*

Human Anatomy and Physiology

Term: Year
Open to: 10,11,12
Prerequisite: Biology. Chemistry is helpful but not required.

This laboratory based course focuses on human anatomy and physiology. Emphasis is placed on the structure, function, and physiology of major body systems (skeletal, muscular, digestive, circulatory, respiratory, nervous, immune, endocrine, reproductive, and excretory) as well as behavior. Invertebrate and vertebrate animal models are used to demonstrate the complex mechanisms of the human body. These topics are coordinated with laboratory investigations including a strong emphasis on dissection, field trips, case studies, and special projects. Open to sophomores, juniors, and seniors. Seniors will be given preference. This course counts as a biological science.

Introduction to the Geosciences

Term: Year
Open to: 10,11,12

This course covers principles of geology and planetary geology. Geologic topics include the theory of plate tectonics and its utility in the explanation of earth's crustal evolution. Topics covered in the course include volcanism and seismic activity, paleontology and paleogeology, geochemistry, and mineralogy. These topics will then be practically applied in a study of the geology of the Triangle area. Students will also learn of the origin, composition and structure of our solar system with an emphasis on the current exploration of Mars. The year culminates with the development of a "real science" project done within the guidelines of the Mars Student Imaging Project overseen by the Space Science Department at Arizona State University. This course counts as a physical science.

AP Biology

Term: Year
Open to: 11,12
Prerequisite: Biology, Physics M or C, Honors Chemistry or A in Chemistry and instructor's permission.

This course covers the first year college curriculum and prepares students to take the CEEB AP Biology exam. Emphasis is on developing the conceptual framework, knowledge, and analytical skills necessary to understand, and participate in, the modern field of biology. The curriculum includes the study of molecular, cellular, organismal, ecological, and evolutionary biology, presented in a variety of formats, including class discussions, readings, laboratory work, and lecture. Students interested in this course should be successful independent learners with a strong interest in the field of biology. AP Biology counts as a biological science. *Please note that there is an application process for this course.*

AP Chemistry

Term: Year
Open to: 11,12
Prerequisite: Biology, Physics M or Physics C, Honors Chemistry, Precalculus and instructor's permission

This course covers the standard first year college chemistry curriculum and prepares students for the CEEB AP Chemistry examination. The syllabus includes a more sophisticated treatment of many of the topics studied in Chemistry Honors. Additional topics include thermodynamics, advanced molecular geometry, molecular orbital theory, quantitative kinetics, buffers, weak acid and polyprotic acid titrations, and electrochemistry. The laboratory program emphasizes experiments of longer duration, greater student independence, and the use of more sophisticated scientific instrumentation. AP Chemistry counts as a physical science. *Please note that there is an application process for this course.*

AP Environmental Science

Term: Year
Open to: 11,12
Prerequisite: one year of physical science, one year of biological science and instructor's permission

The equivalent of a one-semester college level course, AP Environmental Science is designed to equip students with the scientific knowledge and methodology required to understand interrelationships of the natural world, to identify and analyze environmental problems both natural and artificial, to assess the risk associated with these problems, and to examine the feasibilities for alternative environmental remediation. The course is interdisciplinary and students' prior knowledge of earth, biological and physical science will be combined with elements of economic theory and political science. All students will be expected to take the AP Environmental examination in May. This course counts as a biological science.

AP Physics C: Mechanics

Term: Year
Open to: 11,12
Prerequisite: Biology, Physics M or C, Chemistry or Honors Chemistry, BC Calculus (may be concurrent) or concurrent enrollment in Calculus C, and instructor's permission

AP Physics is a calculus based, conceptually and mathematically in-depth follow-up to both Physics 1 courses. The emphasis of this course is on developing the vast array of problem solving skills and abilities needed by learners who aspire to develop their character in areas such as empathy, kindness, integrity, responsibility, courage, curiosity, engagement, authenticity, joy, balance, creativity, drive, resilience, generosity, and last, but certainly not least…wisdom. This is accomplished through an in-depth study of mechanics. This course will also offer instruction in introductory principles of astronomy. Students will be prepared to take the AP Physics Level C Mechanics Examination. AP Physics counts as a physical science.

Principles of Engineering

Term: fall
Open to: 11,12
Prerequisite: Geometry, Algebra 2, Physics M or C and instructor's permission

Principles of Engineering introduces students to the National Academy of Engineers Grand Challenges of Engineering themes: health, security, sustainability, and the joy of living. Applying the engineering design process, students will have a project-based introduction to various fields of engineering including mechanical, biomedical, electrical, environmental, and civil engineering. Through collaborative and innovative design projects, students will become engineers as they apply knowledge and creativity to generate solutions to problems in order to help people in society. This course is a laboratory science, but does not count toward the graduation requirement.

Epidemiology:

Term: fall
Prerequisite: Biology and/or Human Anatomy and Physiology

From the seven plagues of Egypt to the emergence of super-bugs like HIV, Ebola, MRSA, and even tuberculosis, mankind has made war against the unseen. We will explore the history of disease, follow in the footsteps of public health providers as they hunt for the cause of epidemics and look for mechanisms to contain, cure and/or prevent their spread. This course is a laboratory science, but does not count toward the graduation credits.

Bioethics

Term: fall
Open to: 10,11,12

This course will center on the issues that confront individuals in making decisions involving life and death. These issues will be studied from the perspective of ethics, law and biology. The course will begin by establishing the principles of moral ethics involving life, the value of life, quality of life, rights of individuals, and the good of society. Students will examine philosophical, legal and biological aspects of these life questions. These basic principles will serve as a foundation for analyzing case studies and understanding how judgments of ethics and law are made. Various online references, Supreme Court decisions and case studies will serve as resources for the course. *Note: This course is not considered a laboratory science.*

Introduction to Robotics

Term: fall
Open to: 10,11,12 and 9th by permission of the instructor

In Introduction to Robotics, students will be introduced to theoretical and practical engineering and programming skills while preparing for the challenge of interscholastic competition. Students study computer programming and principles of mechanical engineering, design artificial intelligence behaviors, and build basic robots. This course does not count toward the graduation requirement in science.

AP Physics: Electricity and Magnetism

Term: spring
Open to: 11,12
Prerequisite: concurrent enrollment in AP Physics: Mechanics and instructor's permission

In this course, we will cover the topics of electrostatics, electrical materials, electric circuits and electromagnetism. This will be a heavily mathematical course involving calculus and significant amounts of independent work and hands-on laboratory time. After completing this course, students will be prepared to take the AP Physics C: Electricity and Magnetism exam. This course is a laboratory science, but does not count toward the graduation requirement.

Forensics:

Term: spring
Open to: 10,11,12
Prerequisite: Biology. Physics is recommended.

Forensics is truly a field that integrates all the scientific disciplines. This particular course will focus on the science of solving crimes through case studies (imagined or real) and transform our laboratory into a crime lab. You will survey topics such as ballistics, fingerprinting, DNA analysis, entomology (bugs!) and a variety of techniques used to identify unknown substances. Be prepared to read novels and watch shows such as Bones and CSI so that we can compare real life and fiction. This course is a laboratory science, but does not count toward the science graduation requirement.

Mysteries of the Plant World

Terms: Spring
Open to 10, 11, 12
Prerequisite: any level of Biology. Chemistry is helpful, but not required

We are surrounded by plants; we are dependent on plants for the food we eat and the air we breathe. However, high school curricula largely ignore these vital organisms, how they are structured, and how they function. We will delve into the macroscopic and microscopic world of plants and unveil the mysteries of growth, reproduction, and simple beauty of these critical organisms. The course will focus largely on laboratory and field work, in addition to mechanisms for propagation of these critical resources. This course is a laboratory science, but does not count toward the graduation requirement.

Robotics II

Term: spring
Open to: 10,11,12 and by permission of the instructor
Prerequisites: Intro to Computer Science or permission byu instructor, Intro to Robotics

In Robotics II, students will build on concepts covered in Intro to Robotics and further apply new knowledge acquired of electrical materials, electric circuits, electromagnetism, computer science and mechanics. The aim of this course is to further students' application of skills and knowledge learned in physics, math, and computer science courses while gaining an understanding of the interdisciplinary nature of engineering and technology as well as possible STEM career paths. Through collaborative group projects, students will continue to develop their skills of applying creativity and knowledge to develop more complex solutions to socially relevant problems. This course does not count toward the graduation requirement in science.

TECHNOLOGY

Students are required to earn a one-semester technology credit to meet graduation requirements.*

Ninth grade students enroll in a yearlong Physical, Technology, and Library rotation. In the technology part of this rotation, students will develop a mastery of a variety of topics, including the school's current email and communications systems, Web 2.0 tools, cloud technology, collaborative document sharing, digital multimedia presentation content (including but not limited to digital photography and video as well as online collaborative and presentation tools) as well as address the ever-emerging ethical and social issues that are increasingly becoming an inherent part of our students' daily lives. The program is currently structured as a portfolio exercise and it serves to provide students with the skills to stay engaged and competitive in emerging models of a digital classroom. Students who successfully complete of the technology portion of the experience are exempt from the required technology credit.

Students new to DA in grades 10, 11 or 12 who do not have a technology credit must demonstrate technology proficiency similar to that of 9th grade students who complete the technology seminar. Those students who are unable to demonstrate proficiency must sign up for a technology class to earn the one-semester credit requirement.

AP Computer Science

Term: Year
Open to: 11,12
Prerequsite: B+ or better in either Intro to Comp Sci, CS1: Computational Thinking (GOA) or Precalculus or documented prior experience with instructor's permission

The AP Computer Science course is a full-year course designed to prepare the student for taking the Advanced Placement examination, offered each May. The course is for those students who wish to attempt to earn college credit and/or gain experience with a computer science course at the college freshman level. Because of the nature of the course, students will be required to complete significant amounts of work in class and on their own to complete the curriculum and be prepared for the exam. The content of the course will place heavy emphasis on the foundations of programming, object oriented design and data structures. Students will also learn how to create efficient data sorting, storage and retrieval algorithms for the data structures covered on the AP exam. The overall goal of the course is to help students become effective and efficient problem solvers who can quickly create solutions to complicated logical, organizational and sequencing problems. The course challenges students with an intensive amount of abstract reasoning. The Advanced Placement course uses the Java programming language for all phases of instruction. Students interested in earning college credit should check with their university of choice to determine the school's policy on accepting AP credits.

Digital Media and Publishing

Term: year
Open to: 10,11,12
Prerequisite: instructor's permission

This course is centered on the use of a variety of software for the purpose of creating a student-centered publication. Paired with digital media, the course will also involve learning about challenges and dilemmas encountered in the publishing experience. An introduction to the course begins with a short unit on media literacy to provide sensitivity to the use of Media as a means of persuasion. Basic journalism including note-taking, interviewing, and achieving a writing style while understanding such concepts as libel and slander provide the foundation for the writing portion of the course. But journalism is more than writing. It is also page design, photo and art direction, construction of the publication and an understanding of the publishing business. The students will learn programs such as InDesign, Photoshop, IMovie and Final Cut LE. Initially, the instructor will provide the groundwork for the understanding of InDesign and Photoshop. As the year progresses, students will be expected to become proficient in one area of the programs and be responsible for conveying that information to the rest of the class. Students will also be in involved in all aspects of the publishing process including maintaining deadline schedules, editing, and class support while reworking articles. Assessments will include student's proficiency with the programs, quality of copy, digital imaging and overall layout design. Class size is limited.

Introduction to Computer Science

Term: fall, spring
Open to: 9,10,11,12
Prerequisite: Algebra I

This course is a one-semester course designed to prepare students for taking the Advanced Placement Computer Science class or to serve as an introductory exposure to computer programming and computer science. The course is perfectly suited for students who are either curious about programming or confident in their plan to pursue additional computer science classes at DA or in college. The course places heavy emphasis on the basic fundamentals of programming, including but not limited to data types, expressions, operators, selection structures, loops, methods and lists. The textbook and most all of the course tools are freely available online. Therefore, it is essential that students have access to the Internet at home to complete assignments. Students will also need to be comfortable with self-directed learning that can and will be frustrating at times. An interest and strength in math is valuable but not mandatory. Students will be required to complete a significant amount to work not only in class, but also on their own, to complete the curriculum and all projects on time. Introduction to Computer Science uses the Python programming language for all phases of instruction. This class also includes a service-learning unit at the end of the semester.

Introduction to Robotics

Term: fall
Open to: 10,11,12 and 9th by permission of the instructor

In Robotics, students will be introduced to theoretical and practical engineering and programming skills while preparing for the challenge of interscholastic competition. Students study computer programming and principles of mechanical engineering, design artificial intelligence behaviors, and build basic robots. In the spring, students from the course can compete in the FIRST robotic challenge (www.firstinspires.org) a worldwide competition that measures the effectiveness of each robot, the power of collaboration, and the determination of students. This course does not count toward the graduation requirement in science.

Robotics II

Term: spring
Open to: 10,11,12 and by permission of the instructor
Prerequisites: Intro to Computer Science or permission byu instructor, Intro to Robotics

In Advanced Robotics, students will build on concepts covered in Intro to Robotics and further apply new knowledge acquired of electrical materials, electric circuits, electromagnetism, computer science and mechanics. The aim of this course is to further students' application of skills and knowledge learned in physics, math, and computer science courses while gaining an understanding of the interdisciplinary nature of engineering and technology as well as possible STEM career paths. Through collaborative group projects, students will continue to develop their skills of applying creativity and knowledge to develop more complex solutions to socially relevant problems. This course does not count toward the graduation requirement in science.

Full Stack Web Development

Term: spring
Open to: 9,10,11,12
Prerequisite: Significant programming experience and instructor's approval

The Full Stack Web Development course is a one-semester class that is designed to teach students about front- and back-end web development. That is, students who complete this course will not only be comfortable working with databases and scripting languages for developing data-driven web sites, but they will also be comfortable with HTML, CSS and other user-interface technologies that contemporary web developers use on a daily basis. The course will additionally provide instruction on how to use web resources like GitHub and Stack Overflow. Students will learn scripting for CSS, Python and JavaScript, and each student will be provided with a test directory on a school-hosted web server to code, test and publish projects to see how they perform online. Assessment will be through labs, projects, homework, classwork and tests. The course has no formal pre-requisite although it is highly recommended that students have some coding experience or have already completed the Introduction to Computer Science course. There will be no remedial component of the class to allow students to go back and learn the foundational elements of coding, so prior coding experience and/or independent study of Python and JavaScript on websites like Codecademy.com is strongly encouraged. The course satisfies the Upper School's .5 technology credit requirement for graduation and also serves as a pre-requisite for students interested in taking the AP Computer Science A course.

Global Online Academy

Durham Academy is pleased to partner with the Global Online Academy to offer a rich variety of semester and year-long courses, allowing us to expand what we can offer and help our students test their passions in unique and specialized ways. Online learning is strengthening schools around the globe. By teaching our students 21st-century learning skills we can prepare them to be global citizens who can communicate with people who have backgrounds different from their own; who can collaborate effectively with peers in other states or even on different continents; who can advocate for their own learning; who can publish their work and ideas in a format that will preserve their work in perpetuity; and who know how to be creative, flexible, proactive learners. Being successful in college and beyond will require each of these skills, but teaching them in a traditional classroom setting is often challenging or not feasible. Online, these skills are taught directly and used regularly.

Global Online Academy connects students from all over the world and allows them to offer their local perspectives on global issues. Classmates in Washington, D.C., and San Francisco work on projects with peers in Madaba-Manja, Jordan, and Portland, Oregon. Students in Hawaii and Chicago discuss global health issues with students in New York, Seattle, Boston, and Jakarta, Indonesia. These connections and interactions are becoming the norm in today's society; it is essential that we prepare students to do this now.

Global Online Academy courses are interactive, instructional and experiential. All GOA courses have asynchronous components (students participate each day on their own schedule) and synchronous components (when students collaborate together or work with their teacher, generally using video conferencing software). Global Online Academy teachers, who are all faculty at member schools, engage with their students on a regular basis. In addition to scheduled 1:1 meetings with their students, every teacher has regular "office hours" when they are available to video chat or talk. Just as with a teacher on campus, students can also schedule individual meetings to discuss something or ask a question. Students make connections and form relationships with classmates through partner work, group projects and discussion forums. Students can also ask a peer for support, input, or just strike up a conversation via a live video chat feature or through instant messaging.

Global Online Academy classes are rigorous academic courses, taught by seasoned, experienced teachers who approach the design of their course the same as any other class they teach at their home school. In most cases, a GOA class should not be added as a sixth academic course. The particular course descriptions can be found at http://www.globalonlineacademy.org

Global Online Academy courses and grades will appear on a student's official Durham Academy transcript, with .5 credits awarded for a passing grade in a semester course and 1.0 credit awarded for a passing grade in a year-long course. GOA grades will be included in a student's cumulative grade point average. GOA courses may not be taken Pass/Fail.

Durham Academy will fund up to 12 students per semester in GOA courses. If more than 12 students request GOA courses in a semester, the Upper School Director, Registrar and College Counselors will determine each student's registration priority. Each Durham Academy student enrolled in a GOA course is charged a $100 enrollment fee.

A GOA student may request to drop a course any time within the first week of a semester with no reflection on the student's transcript, and the $100 enrollment fee will be refunded to the student. If a student requests to drop a course within the second week of the semester, there is no reflection on the student's transcript, but the $100 enrollment fee will not be refunded. Furthermore, the student is responsible for an additional $150 to cover Durham Academy's cost from GOA. If a student requests to drop a course after the end of the second week, the transcript notation will be either a "WP" or "WF," indicating a "Withdrawal while Passing" (WP) or a "Withdrawal while Failing" (WF). At this point, the student will be responsible for an additional $400 to cover the entire cost of the registration.