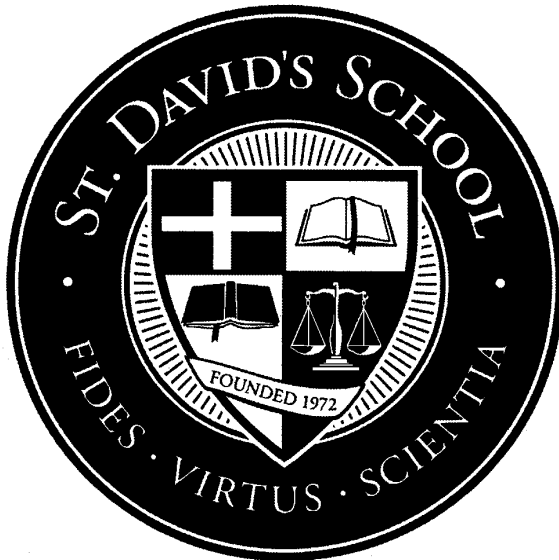


# ST. DAVID'S SCHOOL



## Upper School Curriculum Guide 2012-2013

Dear Parents and Students,

It is St. David's hope that during the four years of Upper School, students will experience a broad exposure to all disciplines, while having the opportunity to discover and pursue, in depth, special areas of academic interest. The 2012-2013 Curriculum Guide has been designed to help you, along with your Grade Chair and the College Guidance Office, plan a balanced course of study for the upcoming years at St. David's. Included in this booklet are the academic policies, as well as a descriptive list of courses available.

All courses follow a homework guideline policy as outlined in this Curriculum Guide. As your student makes his/her selection of courses, please be aware of these guidelines and choose carefully.

Once course registrations have been submitted, St. David's will use that information to determine the number of course sections needed in the master schedule. Please note that courses that are under-enrolled may not be offered.

In concert with our commitment to create an environment that will prepare students for college and life, we have designed our course offerings to include both college preparatory courses (standard) and an advanced (Honors or Advanced Placement) course of study for many of our disciplines.

Thank you for your careful attention to this important process. As we begin to plan for our new school year, we look forward to working with you and your student in creating opportunities for him or her to find success and to experience a course of study that deliberately considers: faith, virtue and knowledge.

Kind regards,

Hollis Amley  
Dean of Faculty



## Graduation Requirements

The St. David's program fulfills the requirements of the College Preparatory Curriculum established by the State Board of Education as standards for admission to North Carolina four-year colleges.

Total Credit Hours	St. David's requires a minimum of 22 credit hours for graduation including:	UNC System requirements:
<b>English</b>	<b>4 Credits</b> <b>Required:</b> English I-IV or AP Literature	4 credits
<b>Math</b>	<b>4 Credits</b> <b>Required:</b> at least AFM or Precalculus	4 credits including one credit beyond Algebra II
<b>History</b>	<b>3.5 Credits</b> <b>Required:</b> Bible and the Ancient World, Modern World History/AP World History, and U.S. History <b>Required:</b> .5 credits Senior Seminar	2 credits including one credit in U.S. History
<b>Science</b>	<b>3 Credits</b> <b>Required:</b> Biology, Physics and Chemistry.	3 credits including one life, one physical and one lab science
<b>Classical or Modern Languages</b>	<b>3 Credits</b> <b>Required:</b> 3 years of classical or modern language study in the upper school, including level III of a single language	3 credits
<b>Physical Education</b>	<b>1 Credit</b> <b>Required:</b> ½ credit of Health, plus an additional ½ P.E. credit. <i>Note: ½ P.E. credit may be earned through extra-curricular athletic participation during the Upper School years.</i>	No UNC requirements but the State Dept of Instruction requires one credit
<b>Fine Arts/ Performing Arts</b>	<b>1.5 Credits</b> <i>Note: Active participation in a co-curricular play equals ¼ credit toward exempting this requirement.</i>	

*These requirements represent the minimum qualifications for graduation. Most St. David's students take more than the minimum and are encouraged to do so. Students transferring into the Upper School program after the freshman year may be allowed to substitute alternative courses for these requirements at the discretion of the Dean of Faculty. Note: Full year courses equal one credit, one semester courses equal ½ credit.*

**Upper School Core Requirements Listed by subject**

2012-2013 Upper School Course of Study - Typical Progressions within each Department						
	9th Grade	10th Grade	11th Grade	12th Grade		
<u>English</u>	<b>Graduation requirements: 4 yrs of English</b>					
	English I	All	English II	English III	English IV	
		English II Hon	By recommendation	English III Hon	By recommendation	By recommendation
			AP Composition	AP Composition	AP Literature	AP Composition
						Elective/By REC
<u>Math</u>	<b>Graduation requirements: 4 yrs of Math, including 1 course beyond Algebra II</b>					
	Algebra I	Pre-req	Geometry	Algebra II	AFM	AFM
		Pre-Algebra		Algebra II Honors	By recommendation	By recommendation
	Geometry	Pre-req	Algebra II	AFM		Consumer Math
		Algebra I	Algebra II Hon	Pre-Calculus	By recommendation	By recommendation
				Pre-Calc Hon	By recommendation	By recommendation
				AP Stat	By recommendation	AP Stat
		Pre-req Alg I/Geom	AFM	Pre-Calculus	By recommendation	AFM
		By recommendation	Pre-Calculus	AP Calc AB	By recommendation	Consumer Math
			Pre-Calc Hon	AP Calc AB	By recommendation	AP Calc BC
		Pre-Calc Hon	AP Stat	By recommendation	AP Stat	
						By recommendation

	9th Grade	10th Grade	11th Grade	12th Grade
	<b>Graduation requirements: 3 yrs of Science, including Biology, Chemistry and Physics</b>			
<u>Science</u>	Biology	Chemistry	Physics	AP Science
		By recommendation	Physics Honors	By recommendation
		Chemistry Hon	Chemistry Hon	By recommendation
		Physics Honors	AP Chemistry	By recommendation
	Physics Hon	By REC Alg II concurrent	AP Bio/AP Phys	By recommendation
	<b>Graduation requirements: 3.5 yrs including Bible and the Ancient World, World and US History, and Senior Seminar (semester)</b>			
<u>History</u>	Bible and the Ancient World	All	US History	Senior Seminar
		Modern World	All	Required
		AP Art History	Elective/By REC	By recommendation
		AP Psychology	Elective/By REC	Elective/By REC
		AP World	By recommendation	Elective/By REC
	<b>Classical and Modern Languages: Graduation requirements: 3 years of a language, including at least level III.</b>			
	<b>Languages offered: French, Spanish, Latin to the AP level by recommendation (typically the 5th year) and Greek to level III.</b>			
	<b>Other AP's offered: AP Music Theory (11-12), AP Studio Art (12), Please consult Curriculum Guide for pre-requisites.</b>			
	<b>Fine Arts requirement: 1.5 credits. Please consult the Curriculum Guide for eligible classes</b>			
	<b>PE/Health requirement: .5 credit of each. PE may be met through co-curricular participation. Please consult Curriculum Guide.</b>			
	Some flexibility exists to move between the typical progressions within each department, with departmental approval.			

**2012-13 Fine Arts Electives - count towards Fine Arts graduation requirement**

<u>Course</u>	<u>Grade level</u>	<u>Comments</u>
Wind Ensemble	9-12	Pre-req 3 years of Band participation
Wind Ensemble Honors	11-12	Pre-req 6 years of continuous participation
Chorale	9-12	
Chorale Honors	11-12	Pre-req 4 years of continuous participation
AP Music Theory	11-12	Pre-req Dept. Recommendation
Foundations in Art	9-12	
Drawing	9-12	Pre-req Foundations in Art
Painting	9-12	Pre-req Foundations in Art
Ceramics/Pottery	10-12	Pre-req Foundations in Art
Ceramic Sculpture	10-12	Pre-req Foundations in Art
Graphic Design	10-12	Pre-req Foundations in Art
Adv. Techniques in Art	11-12	Pre-req Foundations in Art
AP Studio Art	12	Pre-req Dept. Recommendation and 12 piece portfolio
AP Art History	10-12	Pre-req Dept. Recommendation
Acting	9-12	
Public Speaking	10-12	
Film Appreciation	10-12	
Script Writing	10-12	
Yearbook	9-12	
Media Production	9-12	

**2012-13 Additional Electives**

<u>Course</u>	<u>Grade level</u>	<u>Comments</u>
Oceanography	10-12	
Weight Training	10-12	Counts toward PE requirement
Web Design	9-12	
Computer Programming	10-12	
Forensics	10-12	
CAD	10-12	
Journalism	9-12	
Sports Medicine	10-12	

## General Information

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### Course Requirements and Class Size

Students take a minimum of six classes per semester. Classes at St. David's School will typically not exceed twenty students per class. The school reserves the right to cancel classes with fewer than ten students enrolled.

Upper School students will be in Study Hall when they do not have a class. Please note exceptions to this policy under Study Halls and Free Periods.

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### Course Registration

Registering for classes for the following academic year takes place in March. The "Course Registration Open House" provides students and parents the opportunity to receive guidance and help from Upper School Department Chairs, College Guidance Office and Dean of Faculty, in selecting the appropriate slate of classes for the following year. Students will receive their Course Request Form at this meeting, which includes recommendations by the departments for next year's class in each discipline. Ideally, the student will complete this Course Request Form and turn it in to the Registrar at this meeting.

Sometimes, students or their parents may have questions about a teacher's recommendation in a particular subject. The "Course Registration Open House" is not the place to discuss these issues, due to the number of students in attendance and the lack of time and privacy to do justice to this discussion. Students and parents are invited to contact the department chair and make an appointment to have this discussion at a later time. There is an Appeal Form available on the website and in the Upper School Administrative office. All appeals to departmental recommendations must be made in writing, by the published deadline, to the Department Chair using this form. Students who are submitting appeals should be sure to submit their Course Request form also by the published deadline, noting on the form which class is under appeal.

Since course requests are not due until about a week after the Open House, there is no penalty to the student in not turning their course requests in immediately. We encourage students to take all the time they need to give due diligence to their course requests and feel as comfortable as possible with their final choices before turning in the Course Request form. This drastically reduces the need to drop or add classes at a later date, when classes may already be full or scheduling conflicts may interfere with class preferences.

Students and parents who are unable to attend the "Course Registration Open House" will receive their course request forms in the mail, and these will be due to the Registrar by the following week as well. There is no penalty for students who are unable to attend the Open House.

All course requests received in the Registrar's office by the published deadline will be given equal preference for space in the student's recommended classes. All requests received after the deadline will be processed on a first come first served

basis. Space availability cannot be guaranteed for students who do not meet the deadline.

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### **Drop/Adds**

Drop/Add requests will be considered during the first week of classes, and after that with special permission from the Upper School Principal. Since class schedules and teacher assignments are determined on the basis of information given during Course Registration in the spring, the amount of choice after the master schedule is assembled will inevitably be more limited. Although a student's choice of electives will be honored to the greatest extent possible in the drop/add process, balance in class size and numbers of requests may preclude granting a first choice in all instances.

Regrettably, some scheduling conflicts are inevitable in the compilation of the master schedule. The Registrar, Scheduler, or Upper School Principal will address all scheduling conflicts with students and their parents prior to the start of the course. Every effort will be made to resolve conflicts with the best interests of the student in mind.

Students who are approved to withdraw from a class after the first two weeks will receive either a mark of WF (withdraw failing), WM (withdraw medically) or WP (withdraw passing) on his or her transcript. Withdrawals have no impact on GPA.

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### **Homework**

Teachers assign homework on a regular basis. Students should prioritize and manage their own schedules to allow time for homework to be balanced with personal activities. In planning their scheduling, students should allow for adequate time to complete assigned homework. Homework is assigned in various classes according to the following guidelines:

- Solid Homework Course: 45 minutes per night
- Full Homework Course: 30 minutes per night
- Light Homework Course: 15 minutes per night
- No Homework Course: No homework on a regular basis—occasional homework.

#### ***Homework Guidelines:***

Parents may and should be interested in and encourage their child's efforts; however, homework ultimately represents a student's effort. (Sharing homework, unless specifically permitted in certain cases of group work by teachers, breaks the Honor Code.)

No assignments are given over Thanksgiving break, Christmas break, Winter Break, Easter break, or on other occasions specified by the Upper School Principal.

**Good study habits are necessary for success at St. David's, in college, and in life. The following are suggestions for students reinforcing or improving upon present habits:**

- 1) **Do not procrastinate.** Plan ahead. Do not put off assignments, papers, or homework. Use your assignment book to plan ahead, and mix major assignments with your daily homework so both will be completed well.
- 2) **Set up a regular study time and location.** Do not study in a busy part of the house where there are other distractions. Set up a regular study location and let other family members know so they can work their own routine around your schedule.
- 3) **Collect all materials needed.** Set up everything you will need for your study time so that you will not need to get up constantly, and be distracted from your tasks.
- 4) **Be realistic about time expectations.** Do not expect to do all of the preparation work in one hour the night before a test or a major paper is due. Allow enough time to do your best job on the expected work, but also some time to do some additional research or problem-solving which may not have been assigned. Allow yourself time to be curious and creative.

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### **Honors and AP Placement Policy**

The written approval of the appropriate department is *mandatory* for enrollment in honors or AP courses. Grades, cognitive maturity and commitment to a demanding work ethic are all factors which must be considered in the recommendation process to ensure the best possible fit for every student in their academic pursuits. This policy also ensures that advanced classes may advance at the pace required to ensure all our students' success. This is particularly critical where students are being prepared to take external AP examinations. Each department makes recommendations in committee and, together with the Upper School Principal, indicates written approval for Honors and AP classes. Students will not be placed in Honors or AP classes without this written consent. Questions concerning recommendations should be addressed to the **Department Chair**. In lieu of this, a written appeal can be made to the **Department Chair** using the "Appeal Form" available on the website and in the Registrar's office.

A student *must* apply to the Upper School Principal for permission to enroll in more than three AP courses at one time. Sophomores must apply for permission for more than one AP course during the 10th grade year. This is to provide for discussion that will ensure that students balance their load appropriately. Juniors and seniors who are approved may carry as many as 5-6 AP's if student, parents and the principal are in agreement that this is an appropriate class load.

Advanced Placement courses are weighted with one additional quality point credit on transcripts. Honors courses are weighted with one-half (1/2) additional quality point on transcripts. This weighting policy is printed on our transcripts and school profile, both of which are used by college admissions officers in determining

the strength and success of our students' academic performance. The fact that our AP classes are by teacher recommendation only, is also published on the profile. Colleges always consider a student's performance in the context of the individual school environment, and so this information is crucial to colleges' understanding of the academic rigor of our curriculum.

### ***For Returning Students:***

Each department has the right to consider not only the student's numerical average, but also their maturity, diligence, and developmental aptitude for advanced level courses. Occasionally an A student may not be recommended because the faculty member believes it is in the student's best interest to enroll in the Standard College Prep class.

Additionally, enrollment in an Honors course does not guarantee a recommendation for the following year; students must demonstrate the ability to thrive and succeed in the advanced level course. At the end of each year, departments will reevaluate placement in their courses.

Honors courses are dependent upon student need/interest as well as faculty availability. The school reserves the right at any time to restrict Honors classes on the basis of any of these factors. In the event that a section is full, or more students are recommended than the section(s) can accommodate, the school reserves the right to determine, on the basis of departmental input, which students will be placed in Honors. If this occurs, decisions will be made on the basis of the following in this order:

- 1) Final average for the previous year. Whether the class was Honors or Standard College Prep will be considered.
- 2) Student character—diligence, maturity, developmental fitness, etc. These issues will be determined on the basis of faculty assessment.
- 3) All other factors being equal, the school may also consider standardized test scores to determine general aptitude in a subject.

### ***For New Students:***

In general, the school adopts a cautious approach to placing students in Honors or AP classes. Because of the transition involved in adapting to the rigor of a new school environment and because of the difficulty in assessing course equivalency from other schools, we believe it is in the best interest of the majority of new students to enter Standard College Prep classes for the first year. At the end of this time it will be easier for faculty to assess the best placement for a student. Exceptions will be made for students who have demonstrated superior performance in specific subjects both in classes and on standardized tests, but availability even then will be subject to the same limitations placed upon our returning students. In the event that a section is full, or more students are recommended than a given section can sustain, the school reserves the right to give priority placement to returning students who meet the above qualifications

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## Exams

The school year is divided into two semesters, at the end of which students take two-hour examinations. Examinations account for 20% of the semester grade in the Upper School. No students may take exams early, but a student who is ill and unable to take an exam at the established time should:

- 1) supply a parental note
- 2) contact the grade chair to schedule make-up exams.

The St. David's School policy for exemption of exams for seniors and non-senior AP students is as follows:

- Senior exemptions in yearlong courses occur only during the second semester.
- Seniors may exempt ONLY with an average of 90 over the course of the two semesters (or a 90 average for a one-semester class). The second semester average must be a minimum of a 90.
- Senior Advanced Placement (AP) students may exempt second semester final exams if they earn an 85 average or higher by the end of the week before senior exams and are scheduled to take the AP exam.
- Non-senior Advanced Placement (AP) students may exempt second semester final exams if they earn a 90 average or higher by the end of the week before underclassmen exams and are scheduled to take the AP exam.
- The final exam may be substituted by a different form of evaluation at the discretion of the teacher.

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## Failures

Any grade below 70 is a failure. To receive a passing grade and earn credit in a full year course, a student must earn a two-semester average of 70. A student failing more than two core subjects for the year will be considered for repetition of the grade or dismissal. Students failing a course necessary for graduation will be required to retake the class. Upper School students who have failed for the semester as the result of failing an exam are eligible for a re-exam under the following conditions:

- A student must have a passing pre-exam average (i.e. 70 or above).
- The student must take the re-exam at a specified time and date.

To receive a passing grade for the course, the student must pass the re-examination. The maximum semester grade, based on passing the re-examination, is 70. If the student passes the re-exam, both the exam grade and the semester grade will be recorded as 70. A student who does not receive a passing grade on the re-exam receives the higher of the two exam grades and resulting final average.

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## Grade Reporting

The academic year is divided into two semesters. Each semester is divided into two grading periods. At the end of each grading period, report cards will be sent home containing the student's cumulative grades for the semester at that point. This grade represents a 'snapshot' of the student's progress. Only the end of each semester grade and the final grade for the year are reported on the transcript.

Grades will be reported as follows:

- 1st grading period – grades for all students and comments for students below 75%
- 2nd grading period/Semester 1 – end-of-semester grades for all students.
- 3rd grading period – grades and comments for all students in all subjects
- 4th grading period/Semester 2 - end-of-semester grades for all students.

St. David's School used the following numerical grading system during the 2010-2011 school year:

A	90-100	
B	80-89	
C	75-79	
	70-74	Deficient
F	Below 70	Failing

Additionally, student grades are reported using the Edline service. At the beginning of each year, students and parents will receive passwords and a set of instructions from the Technology Department explaining how to access these reports. These grades are not considered official, and are for information purposes only. Official grade transcripts may be obtained by request from the Registrar.

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## Replacement Credit

Students who fail an Upper School course that is required for graduation must repeat the course, either in summer school or in the regular academic year. If a student repeats a course at St. David's School, that passing grade replaces the original failing grade in the student's GPA calculations. Replacement grades from a course taken at another institution (e.g. Wake County summer school) will be averaged with the original failing grade in the GPA calculations. In either case, the failing grade will be included on the transcript. Students who intend to substitute a failed grade with credit from another institution must receive permission ahead of time from the Upper School Principal.

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## Summer School

A student who fails two credits in one year will be considered in academic jeopardy and will have to make up at least one credit in summer school. The student's academic progress in the following year will be closely monitored, and if in the judgment of the school there is no sufficient improvement, the student may be asked to withdraw from St. David's School. Students who wish to take a summer school course to make up for a failing grade, or to advance in a given subject, must have the class approved ahead of time by the Upper School Principal.

Summer courses taken off campus are not generally accepted for forward credit on the St. David's School transcript. They may, however, be entertained as an interim step in the course sequence. For example, if a student elects to take Spanish II over the summer in order to advance to Spanish III the following year, this may be allowed, contingent on successful completion of the summer course at the discretion of the department and the Upper School Principal. In most cases, students will also be required to pass an examination prepared and proctored by the department to advance. The student will not receive credit on the St. David's transcript for this summer course.

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## Honor Code Violations

St. David's School reserves the right to report honor and discipline violations – including, but not limited to, suspensions and expulsions – to schools and colleges where students have applied for admission. (See the St. David's School Family Handbook for the Disciplinary Disclosure Policy.)

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## Test Scheduling

St. David's School attempts to avoid overburdening students with too many tests on the same day; no student should ever have more than two tests on the same day (note that this does not apply to quizzes, projects or papers due). If a student has more than two tests scheduled on the same day, the student must speak with his or her teachers at least one day prior to the test to arrange for rescheduling.

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## Study Halls and Free Periods

Second semester freshmen, sophomores, juniors and seniors will be permitted to drop a study hall and have a free period if they meet the following criteria after each interim semester grading period:

- second semester freshmen must maintain a numerical average of 90 with no grade under 90.
- sophomores must maintain an 85 average with no grades under 80.
- juniors and seniors must maintain an 80 average with no grades under 80.

No first semester freshmen will be allowed to have a free period.

Upper school students who are free for a period during the day may not leave campus. If a student has a free period during the first period of the day, he or she must arrive on campus before the 8:45am class period begins. If a student has a free period at the end of the day, he or she may sign out at the Upper School main office and leave campus early. Students are expected to use their time wisely; whether they need time to relax, study, or be with friends is up to the individual. The Administration feels that by the time students have free periods, they are on a college preparatory course and should be making wise decisions that will prepare them for college and for life. The library may be used for individual studying. The computer room may also be used for research and work on assignments when a class is not present. Since classes will be in session during free periods, it is imperative that students not disturb those in class. Students in a free period should not loiter in the hallways. They are welcome to use the outside benches and tables, an empty classroom, or the cafeteria to visit and/or study as well.

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### **Independent Study Program**

Rising seniors may apply for a semester-long Independent Study in any discipline during the course registration period of their junior year. An application for Independent Study will be entertained for a course of studies that represents material above and beyond the scope of the classes that are available in the Upper School, and will not be allowed for courses of study that are already offered regularly in the curriculum. A St. David's School faculty member must be sufficiently familiar with the subject of the Independent Study to act as a sponsor and to properly assess student progress.

An Independent Study selection committee convenes in the spring to evaluate all applications, and approval or denial is granted based on the merit and feasibility of the Independent Study, as well as the availability of faculty support. A student who is granted a one semester Independent Study in the fall may make application to extend this study into a full-year course during the first semester of study, but no student is permitted to have more than one credit of Independent Study. The selection committee will assess the application to renew the Independent Study, and approval will be contingent on the success of the student's first semester study as determined by the final grade.

The Independent Study program is a competitive process, and not all applications may be met with approval. When a student's application is approved, he or she is assigned a class period in which to work, and expectations will be set forth for the frequency of meetings with the faculty sponsor, as outlined in the application. A committee composed of the Upper School Principal, the Department Chair, and the faculty sponsor meets at the end of the semester to evaluate the student's final presentation, and determines a final semester grade based on the presentation and on how well the student met the original goals set forth in the application. Final semester grades are numerical, but interim grades throughout the semester are Pass/Fail.

An Independent Study is a rigorous undertaking, reserved for seniors who wish to challenge themselves in a given subject. It is awarded Honors weighting, and students should expect their work to be graded as befits an Honors course. The forms included in this packet are offered as a guideline only to assist in the planning stage. Students may take advantage of this format, or, in collaboration with the faculty sponsor, adjust it in any way to suit the needs of the particular Independent Study.

If you wish to apply for an Independent Study, packets are available in the Upper School Administrative Office. In order for the Independent Study to be considered, this application must be completed in its entirety. In collaboration with the faculty sponsor, the student should carefully consider each aspect of the Independent Study prior to application. The grading rubric should be discussed in detail to make sure that expectations are completely clear prior to undertaking the Independent Study. The completed applications are due to the Upper School Principal's Office. Please refer any further questions to the Upper School Principal.

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### **Records/Transcripts/Recommendations**

Requests for records, transcripts and recommendations must be made in writing to the Registrar, preferably 48 hours in advance of a deadline. There is a request form available in the Registrar's Office for this purpose. During June and July, when the Registrar works part-time hours, at least seven working days notice will be necessary to avoid disappointment. The school reserves the right to withhold student records when accounts are delinquent.

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### **Transfer Students**

Students transferring from other high schools will be expected to meet our general requirements for graduation (4 credits each of Math and English; 3 credits each of History and Foreign Language; Biology, Physics and Chemistry. In addition, the following specific courses are required:

- 1 Credit of PE/Health (may have completed at former school)
- 1.5 credits of Fine arts (may have completed some or part at former school)
- Bible and the Ancient World (St. David's School course)
- US History (may have completed at former school)
- Senior Seminar (St. David's School course)

Permission may occasionally be granted to waive one of these requirements at the discretion of the Upper School Principal.

Courses and grades from former schools do not transfer onto the St. David's School transcript. GPA will reflect only credits reported on the St. David's School transcript. A combined GPA may be handwritten by the Registrar on the transcript when it is to the benefit of the student in the college admissions process.

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## **Extra Help**

Students may obtain additional help from teachers, Monday through Thursday, in Extra Help. If a student requires more than one Extra Help session per week in a given subject, we encourage outside tutorial help or, if approved, inclusion in our Academic Support Program. If a student is unable to schedule a meeting with a teacher during Extra Help, he or she should talk with the teacher to schedule appointments either before school, during study halls, or during lunch.

A student may be required to attend Extra Help at the teacher's discretion. Any student with a grade below 75 is strongly encouraged to seek Extra Help. Any student with a failing grade will be required by the subject teacher to report to Extra Help. Once Extra Help has been required, students and parents should make the necessary transportation arrangements. Failure to attend required Extra Help will be treated as if the student has skipped the class, and will result in detention.

Private tutors are not allowed to tutor on campus.

## St. David's Upper School Course Offerings

### Classical Language

#### Latin I

Latin I provides an academically rigorous introduction to the Latin language and Roman culture. Building on the foundations provided in Introduction to Classical Languages, this course extends and deepens student knowledge of Latin grammar, syntax, and vocabulary (with attention to Latin-derived English vocabulary, giving the student a thorough grounding for future Latin study. The Roman context of New Testament society is reemphasized, and students develop a full appreciation for Roman contributions to western civilization.

*Prerequisite: Introduction to Classical Languages or permission of the Department of Classical Languages (Full Homework Course) (Full Year Course)*

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#### Latin II

In Latin II, students will both solidify and add to the foundation of the previous year with the ever-present goal of understanding authentic Latin. Instruction will focus on the problem-solving elements of translation, building mental capacity for memorization, and mastery of more advanced vocabulary and its influence on the English language. The year will culminate in translation of portions of the Latin Bible, myths in Latin, and Roman historical writers. Middle and Upper School Latin II classes may be combined depending on class enrollment, availability of faculty, and scheduling needs.

*Prerequisite: Latin I (Full Homework Course) (Full Year Course)*

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#### Latin III

In Latin III, students will renew the strength of their Latin fundamentals and make the transition to translating continuous Latin, first through Latin mythologies, then Caesar's narratives about his campaign into Gaul and the fascinating peoples he found there. In conjunction with reading there will be careful composition in Latin, through which students will gain a thorough understanding of the structure and tendencies of the language. Once a foundation of prose has been established, the course will proceed into a brief introduction of poetry through Ovid's interpretations of classical mythology.

*Prerequisite: Latin II (Full Homework Course) (Full Year Course)*

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#### Latin IV

Latin IV will lead students out of Caesar and into more complex literature, the philosophy and political speeches of Cicero and Livy's history of Rome. More challenging composition assignments will supplement the curriculum and encourage students to write in imitation of the works they are reading. In the spring, we will return to poetry and undertake a thorough preparation for the AP

curriculum in an introduction to Vergil, all the while maintaining the fundamentals of the language.

*Prerequisite: Latin III (Full Homework Course) (Full Year Course)*

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### **AP Latin: Caesar and Vergil**

This class is designed for those wishing to read excerpts from Caesar's Gallic Wars and Vergil's Aeneid and to take the AP® Latin: Caesar and Vergil exam. We will read both authors in English, and selections from them in Latin as outlined in the AP® Latin: Vergil Course Description. We will familiarize ourselves with first-century BC context of the society in which the authors lived, and consider the themes of leadership, duty, self, and society, through Roman, American, and Christian lenses. We will use AP® style testing methods and emphases throughout the course.

*Prerequisite: Latin III and/or IV and permission of the Department of Classical Languages (Solid Homework Course) (Full Year)*

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### **Greek I Honors**

Greek I begins a study of Attic Greek, the language of playwrights, historians, philosophers, and poets. It provides an excellent foundation for progress into the New Testament (written in a much simplified form of Greek, Koine) and on to the Homeric Epics, the Iliad and Odyssey. We follow the path of a rural farmer's family, based on Aristophanes comedy The Acharnians, and along the way encounter many famous myths, insights into perhaps the most intellectually productive culture of all time, and by the end are able to read extended portions of authentic Greek with facility. There is no prerequisite for this course.

*(Full Homework Course) (Full Year Course)*

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### **Greek II Honors**

Greek II continues the journey through the Greek language. Near the beginning of the semester, the textbook will be supplemented by extended reading in the New Testament, and by the end, we will be able to read large passages in Homer. Students will master the entirety of Greek grammar and will be prepared for success in a Greek reading course at the college level. Focus will gradually shift away from the language and towards its literature. Prerequisite: Greek I

*(Full Homework Course) (Full Year Course)*

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### **Greek III Honors**

Greek III will focus, in the first semester, on Plato's Apology, with frequent reading from the New Testament at sight, and begin Homer in the second semester. Plato's Greek gives us an opportunity to review grammar thoroughly, which will form a foundation for the variations present in Homer. We will also consider the Greek conception of the divine in both works and in comparison with the New Testament.

*Prerequisite: Greek II (Full Homework Course) (Full Year Course)*

## Computer Science

### Web Design I

In this one semester course, students will examine computer history, development, and hardware components. Students will then learn how to explore the Internet and develop efficient searching techniques. Students will use both HTML commands and page layout programs to construct web pages. Students will also work with graphics and audio files. As a final project in the course, students will develop an extensive web page to be posted on the World Wide Web.

*(Light Homework Course) (Semester Course)*

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### Computer-Aided Drafting (CAD) I

This course will introduce students to computer aided drafting, commonly known as CAD. A variety of careers ranging from engineers to graphics illustrators rely on CAD software to render drawings of two and three dimensional objects. This course will be oriented toward development of basic CAD software skills. It will also include various exercises which train students to visualize a three-dimensional object as it must appear on a two-dimensional sheet of paper. Students will construct several drawings of increasing complexity as the semester progresses. Although a basic understanding of computers is expected, the course is loosely based on a “no previous experience” policy.

*Prerequisite: Geometry or Permission of Instructor (Light Homework Course) (Semester Course)*

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### AP Computer Science

This full year course will introduce and explore the fundamentals of computer science and computer programming. Students will focus on algorithm development and advanced problem solving while working in an object-oriented programming environment. The course will include discussion and use of data structures and abstraction. This course prepares students to take the AP Computer Science A exam.

*Prerequisite: Computer Programming Honors and junior or senior standing. (Full Homework Course) (Full Year Course)*

## English

Upper School English courses are offered on the Standard college preparatory level, as well as the Honors level, by recommendation from the department.

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### English I

English I is a foundational English course without honors designation which provides all rising ninth graders with the opportunity to enter the Upper School on the same level.

English I is an introduction to Literature and Composition. Students will read novels, short stories, and poetry with an emphasis on personal interpretation, discussion, and the development of analytical skills. A key goal in this class is to develop critical thinking skills. Students will become versed in the application of literary tools such as narrative structure, imagery, symbolism, point of view, and tone. In addition to analytical, expository, and narrative writing, students will compose a research paper demonstrating their mastery of correct vocabulary, grammar, usage, style, and Modern Language Association (MLA) format.

Vocabulary will be tested regularly. Periodically, students will be offered optional enrichment opportunities which will enhance learning and reward initiative.

Theme: World View and Identity

*(Full Homework Course) (Full Year Course)*

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### English II

English II continues to focus on the writing process; students will understand and apply elements of effective writing in research, expository, descriptive, and narrative papers. In analytical writing, emphasis will be placed on structure and organization of the essay, develop of the thesis, integration of quotations, and use of appropriate and relevant supporting material. Students will be challenged to use effective communication skills through oral presentation and will continually engage in vocabulary study throughout the year.

Theme: The English II curriculum will reflect and correspond with the course of study in 10th grade History of the Modern World/Western Civilization.

Students will read literature written in and/or about the following geographical and historical areas: Ancient Greece, Islam and the Middle East, African Civilizations, Asian Civilization, The Middle Ages, and The Renaissance/Reformation.

The course will be offered on both the Standard and Honors levels.

*(Full Homework Course) (Full Year Course)*

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### English III

English III is an American Literature course, exposing students to a rich body of literary works from the Puritan Era, Transcendentalism, Realism, and Contemporary authors from the Modern Age. Through the study of fiction and non-fiction, novels, drama, and poetry, students will engage in in-depth literary

analysis. Students will be challenged to express ideas with clarity, coherence, conciseness, precision, and fluency both orally and in writing. Students will be engage in the writing process in a wide variety of styles and genres, including analytical essays, the Research Paper, creative narrative, and journaling. Vocabulary study is a major component of the course, with an emphasis on SAT preparation.

The course will be offered on both the Standard and Honors levels  
*(Full Homework Course) (Full Year Course)*

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## **English IV**

English IV is a college preparatory course in which students will refine skills in both writing and oral presentation. At the beginning of the school year, students will develop and revise their college application essays. Students will continue to write on a weekly basis, focusing on the following styles: creative and narrative writing, informal journaling, and formal writing such as expository, persuasive, and analytical essays. Students will write a Research paper with emphasis on proper MLA citation and documentation. Students will be assessed in a wide variety of oral presentation skills, such as debate, improvisational speech, and formal oratory. In preparation for college, students will read literature that engages them and challenges them to think critically, pursuing a diverse selection of literary works from around the world, from classic literature to contemporary authors. Students will develop the ability to engage in close, detailed analysis of written text with the goal that they will discover an enjoyment of and lifelong interest in literature.

Theme: World Literature

*(Full Homework Course) (Full Year Course)*

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## **AP Literature**

AP English Literature is a challenging, highly academic college level course. Students will be introduced to a diverse body of literature, varying in genre and time period. The aim of the course is to expand the students' knowledge and repertoire of literature, as well as helping to develop skills of analysis and literary criticism, in both written and oral format. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students will consider a work's structure, style, and themes as well as the use of figurative language, imagery, symbolism, and tone. This reading will be accompanied by thoughtful discussion and writing about those books in the company of their fellow students. Students will be asked to engage in peer editing, and will learn skills to edit and revise their own work. The writing process will focus intently on the analytical essay, including pastiche, poetry commentary, and research based analysis. At the beginning of the school year, students will have the opportunity to develop and revise their college application essays.

This course prepares students to take the AP Literature exam.

*Prerequisite: Recommendation from the department (Solid Homework Course) (Full Year Course)*

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## **AP Language and Composition**

Open to 11th and 12th grade students, AP Composition is an English elective; it does not replace English Eleven.

AP Composition prepares students for writing at the college level. Through extensive writing practice and reading of well-crafted works, students will identify and fine-tune their own style and develop greater poise in their ability to express themselves in writing. Students will learn various modes of discourse, mainly narrative, expository, and persuasive writing. In addition to the written word, students will work to develop their abilities in the area of the spoken word; students will be expected to engage in academic discourse for the duration of the course. Ultimately, this course prepares students to take the AP Language and Composition Exam.

*Prerequisite: departmental recommendation (Solid Homework Course) (Full Year Course)*

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## **Journalism/Newspaper**

Be a part of *The Canon* staff. Learn how to be a journalist, and let your voice be heard in the student paper. Learn how to write investigative, editorial, feature, sports articles, or columns. Learn photography, computer layout & design using Adobe CS4, and more in an exciting, hands-on way. Students may take Journalism for more than one school year.

*(Light Homework Course) (Full Year or Semester Course)*

## History

### **Bible and the Ancient World**

Beginning with the book of Genesis, students will study the history of the Old and New Testaments. This course is not only a survey of the Bible, but also an introduction to influential historical figures such as Hammurabi, Plato, and Alexander the Great, who provide a contextual backdrop to the Biblical events and teachings. Considerable time is devoted to the teaching of effective essay writing and interpretation of primary sources.

*(Full Homework Course) (Full Year Course)*

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### **Modern World History**

Modern World History is a survey course dedicated to examining non-Western cultures along with modern developments in Western Civilization. Beginning with the rise and expansion of Islam in the Arabian Peninsula in the seventh century A.D., students will trace the political, economic and religious developments that have shaped the modern world. In addition to the breadth of content, students will cultivate and hone skills that are necessary for the study of history including writing, primary source analysis, and argumentation. The course requires reading substantial reading and will introduce the student to the methods and means of intellectual history, social science and its place in critical historical study and basic tenants of political science.

*(Full Homework Course) (Full Year Course)*

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### **AP World History**

Advanced Placement World History is designed to help students have a greater awareness and understanding of the evolution of global processes and contacts in different types of human societies. Beginning with the Neolithic Revolution and ending in the present day, this survey course seeks to allow students to make comparisons between and within cultures. Selective factual knowledge and appropriate analytical skills will be presented and reinforced throughout the course in order for the student to gain the appropriate knowledge and skills to be a successful independent thinker. Some examples of these are changes in the global framework, causes and consequences of interaction, comparisons of different civilizations, interpretive changes, and of course, heavy emphasis will be placed on analyzing primary source documents. The course will be taught with periodization in mind, in order to help the student make sense of large scale changes over time, and will also follow and reinforce the “habits of mind” necessary for success in a challenging World History Classroom. Most importantly, the course will revolve around addressing the major issues of continuity and

change, which is the major theme of human history. Advanced writing and critical thought are expected throughout the course.

*Prerequisites: Bible and the Ancient World, departmental approval. (Solid Homework Course) (Full Year Course)*

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### **United States History**

This course is a survey study of American history from 1607 to the present. In addition to learning the primary historical facts and understanding the major movements in the development of the United States, students will be expected to comprehend the philosophic concepts which have distinguished the nation from its founding to the present. The goal of the course is to give students a thorough understanding of the events, issues, ideas, and people that have shaped our nation.

*Prerequisites: Bible and the Ancient World. (Full Homework Course) (Full Year Course)*

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### **AP United States History**

Advanced Placement United States History is designed as a college level course that will require the students to develop the analytical skills and factual knowledge necessary to deal critically with the History discipline. The course prepares students not only for college level content, but also the self-pacing and independent study habits necessary to successfully engage at the collegiate level. Students will learn to assess historical materials and be able to interpret the importance of these materials as they pertain to historians' interpretations to various events (historiography). Through class discussion, prepared debates, and writing assignments, students will be challenged to effectively articulate their ideas. Students will be tested on their grasp of historical knowledge through multiple-choice tests similar to those on the Advanced Placement exam. There will also be written essays and analytical research papers to teach the students to express themselves clearly and precisely and to cite sources and credit the writing and ideas of others.

*Prerequisites: Bible and the Ancient World, Modern World History, and departmental approval. (Solid Homework Course) (Full Year course)*

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### **AP European History**

Advanced Placement European History is equivalent to a college-level survey course in Western Civilization. Beginning with the Italian Renaissance, Advanced Placement European History examines the history of modern Europe and will prepare students for the AP European History examination. The five main countries whose histories compose the large narrative of the course include Great Britain, France, Prussia (modern day Germany), and Russia. Students will gain an increased awareness of the nature of history and the historian's role, the relationships of history to the other social sciences and the humanities, and the principal political, social, and economic themes in Europe from 1450 to the present. Students are also expected to complete research at the college level for their major research assignment. Through essay writing, reading primary sources,

and class participation, students will learn to engage history with discrimination and refine their writing skills.

*Prerequisites: Bible and the Ancient World, Modern World History, and departmental approval. (Solid Homework Course) (Full Year Course)*

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### **AP Art History**

AP Art History has been designed to help students cultivate a general appreciation for the visual arts. Through class discussion, critical essay writing, and the use of area museums, students will not only gain an increased awareness of various forms of artistic expression, but also the relationship of art and culture of the time. The chronological and geographical scope of the class is large but richly rewarding; the course investigates painting, sculpture, architecture, and other forms of visual art produced throughout human history, from the Prehistoric era through the twenty-first century. Though the primary focus is on works of art from Western traditions (Europe and the United States), the curriculum will situate these works within a global context, considering also pieces produced in Ancient Egypt, the Ancient Near East, Islamic cultures, India, and Asia. Concentrating on key works of art from each artistic period under consideration, students will learn to identify overarching trends that characterize each of these aesthetic styles and cultures.

*Prerequisites: Sophomore, Junior, Senior standing (Full homework course) (Year Long Course)*  
*This elective course may not replace the core History class for sophomores (Modern World or AP World) or juniors (U.S., or AP U.S.). It can be taken in addition to the core class, or chosen as an elective by seniors.*

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### **United States Government**

This course surveys the concepts of government, political systems, the United States government and its foundations, and political parties. Through the use of discussion (primarily), lecture, text, primary sources, and additional outside reading, this class will attempt to understand the foundations and definitions of government, its applications, and successes and failures. This course also explores the basic foundations and definitions of government, its applications, and successes and failures. The course also explores the basic foundations of the American Constitution, the three branches of U.S. government, and the balance of power inherent to this system. Finally, the advantages and disadvantages of party politics are analyzed.

*Prerequisites: Junior or Senior standing. (Full Homework Course) (Semester Course)*

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### **Senior Seminar: Wisdom for Life**

Through readings, class dialogue, formal seminars, writings, quizzes, reflections, memory work, and projects, this class aims to help each student and the teacher to better articulate, appreciate, apply and live out the full-orbed Christian Worldview and Faith. This will include aspects of exploring our spiritual journey and our individual callings, and comparing and contrasting life according to the

Kingdom of Jesus vs. other kingdoms, philosophies, and families of faith (whether religious or non-religious).

While the class clearly has a bent and bias toward Christianity, the teacher recognizes that each person is at a different point in their journey. With that in mind, the approach of the class will be to treat each person and their ideas, opinions, experiences, and feelings with respect and to learn from one another as we share. No student will be graded down for offering a critique of Christianity, in fact, honest questions and doubts are encouraged, for this will help all of us to learn what we really believe and value.

*Required for Seniors. (Full Homework Course)(Semester Course)*

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## **Sociology**

Sociology is the study of people groups within their societies. The discipline looks at how society functions as a whole and as individual subsets, how these groups interact with one another, and the effects that culture, economics, and politics have on different levels of society. The course will be survey in nature and students will have the opportunity to get a taste of the discipline from taking this course.

*Prerequisites: Junior or Senior standing (Semester Course) (Light Homework)*

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## **AP Psychology**

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Some lab-like projects include modeling neurons and parts of the brain, as well as activities with other students. They also learn about the ethics and methods psychologists use in their science and practice. Psychology course material and discussions include some mature topics. As an Advanced Placement course, students can expect to be challenged to think critically about the way humans interact and about their own behavior, and tests, quizzes and other assessments will help prepare students for college level work and for the AP examination.

*Prerequisites: Sophomore, Junior, Senior standing (Full homework course) (Year Long Course)*  
*This elective course may not replace the core History class for sophomores (Modern World or AP World) or juniors (U.S., or AP U.S.). It can be taken in addition to the core class, or chosen as an elective by seniors.*

## Math

### Algebra I

This course utilizes the terminology, properties, and concepts specific to algebra. Topics include but are not limited to polynomials, factoring, linear equations and inequalities, systems of equations and inequalities, and linear and quadratic functions. Application problems encourage the development of critical thinking, logical reasoning, and problem solving skills. Cooperative learning and technology are employed to introduce and reinforce concepts when applicable.

*Prerequisite: Pre-Algebra (A Scientific calculator is required.) (Full Homework Course) (Full Year Course)*

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### Geometry

Geometry moves from inductive to deductive reasoning to produce logical proofs. A basic understanding of undefined terms, properties, postulates, and theorems is developed and applied to two and three dimensional figures. Algebraic skills involving lines, graphs, equations, formulas, radicals, and trigonometry are reinforced. Hands-on explorations, constructions, and activities enhance the visual and spatial nature of the course while connecting the intrinsic concepts of Euclidean Geometry. Technology is employed when applicable.

*Prerequisite: Algebra I (A Scientific calculator is required.) (Full Homework Course) (Full Year Course)*

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### Algebra II

This course develops many algebraic concepts that were presented in Algebra I, including the exploration of equations and inequalities, functions, polynomials, and rational expressions, graphing, and the properties of conic sections. Topics introduced in this course include matrices and complex numbers. Graphics calculators will be used where appropriate.

*Prerequisite: Algebra I (A Scientific calculator is required.) (Full Homework Course) (Full Year Course)*

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### Algebra II Honors

This course will cover the topics presented in Algebra II in a more abstract and in-depth manner. Its purpose is to prepare our most advanced mathematics students for the higher levels of AP math and science. Students will be required to apply concepts and use their problem solving skills in a broader context.

*Prerequisite: Geometry and departmental approval. (A Scientific calculator is required.) (Full Homework Course) (Full Year Course)*

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## **Advanced Functions and Modeling**

The objective of this class is to teach students through in-depth study of mathematical modeling and applications of functions. The course will reinforce and expand on Algebra II skills and introduce concepts from Pre-Calculus and Statistics. Topics will include data collection and analysis, probability, linear programming, and graphing and analysis of various types of functions such as polynomial, exponential, logarithmic and trigonometric. Problem solving skills will be developed through the use of technology and classroom investigations and activities.

*Prerequisite: Algebra II and Geometry. (A TI-83/84 Plus graphics calculator is required for this course.) (Full Homework Course) (Full Year Course)*

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## **Pre-Calculus**

The purpose of this course is to familiarize students with the library of algebraic and transcendental functions, operations on those functions, and graphing techniques in preparation for an entry level college mathematical course. The functions include linear, polynomial, exponential, logarithmic, rational, polar, and trigonometric functions. Applications and modeling are included throughout the course of study. The curriculum includes a complete study of trigonometry, as well as advanced algebra topics, analytic geometry, data analysis, and introduction to limits.

*Prerequisite: Algebra II or AFM. (A TI-83/84 Plus graphics calculator is required for this course.) (Full Homework Course) (Full Year Course)*

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## **Pre-Calculus Honors**

Honors Pre-Calculus is designed to cover all of the material presented in Pre-Calculus while probing deeper into the theoretical applications in preparation for the challenge of AP math and science courses. Our most advanced math students will be challenged in this course to promote creative thinking in order to apply the concepts they have learned to solve multi-faceted problems. This course will also cover additional topics such as sequences, series, mathematical induction, limits, and introduction to derivatives.

*Prerequisite: Honors Algebra II or Algebra II and departmental approval. (A TI-83/84 Plus graphics calculator is required for this course.) (Full Homework Course) (Full Year Course)*

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## **AP Calculus (AB level)**

This course is designed to prepare students for the AP Calculus AB exam administered annually by the College Board for the purpose of obtaining college credit while still in secondary school. Topics include functions and their graphs, limits, derivatives and their applications, integrals and their applications, and numerical approximations. This course encourages independent thinking. Problem solving, logical reasoning and critical thinking skills will be emphasized through the use of cooperative learning and technology.

*Prerequisite: Pre-Calculus and departmental approval. (A graphics calculator is required for this course.) (Solid Homework Course) (Full Year Course)*

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## **Calculus**

This course is the last portion of a mathematics program for students who do not take Advanced Placement Calculus. It is designed for college bound students who have previously completed 3 years of secondary mathematics including Pre-Calculus. The knowledge and skills gained from these courses will be refined as the students are coached in how to represent, describe and manipulate functions graphically, numerically, analytically, and verbally and how these methods are related. It continues the work begun in previous courses, with primary emphasis on understanding the concepts of differential and integral calculus.

*Prerequisite: Pre-Calculus and departmental approval. (A graphics calculator is required for this course.) (Solid Homework Course) (Full Year Course)*

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## **AP Calculus (BC level)**

The purpose of this course is to prepare students to take the Calculus BC Advanced Placement exam. Topics include a review of AP Calculus AB material, an in-depth study of the theoretical foundations of calculus, advanced techniques of integration, solution of differential equations, introduction of vector analysis, polar coordinates, and infinite series. The understanding and use of technology is essential in this course.

*Prerequisite: AP Calculus AB and departmental approval. (A graphics calculator is required for this course.) (Solid Homework Course) (Full Year Course)*

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## **AP Statistics**

The focus of this course is to develop the skills required to collect, collate, and analyze data. Emphasis is placed on a variety of applications, designs of experiments, techniques of data analysis, and conceptual understanding. Course topics include but are not limited to the nature of data, probability, estimates, hypothesis testing, inferences, correlation, regression, and variance.

*Prerequisite: Pre-Calculus and departmental approval. (A TI-83 Plus or a TI-84 graphics calculator is required for this course.) (Full Homework Course) (Full Year Course)*

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## **Business Math**

The curriculum for this course will include banking, consumer credit, insurance, investments, taxes, statistics, and financial planning. Projects will be given to develop and enhance the topics and connections between them.

Depending on student enrollment in the course, and staffing factors, this course may be offered as an online course.

*Prerequisite: Pre-Calculus or Advanced Functions and Modeling. (A graphics calculator is required for this course.) (Full Homework Course) (Full Year Course)*

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## Modern Language

It is the goal of the Modern Languages Department to help all of our students reach a level of functional proficiency in understanding, speaking, reading, and writing their chosen language, skills that will eventually enable them to communicate effectively with native speakers. For this reason, we encourage the study of one language in depth to the fourth year level, although this is not required. The course descriptions that follow articulate our goals in terms of the proficiency guidelines for the four communicative skills established by the American Council on the Teaching of Foreign Language (ACTFL). A more thorough explanation of these classifications, from novice to advanced, is available upon request from the Department Chair.

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### French I

This course introduces students to the French language, and the cultures and geographies of France and the francophone world. Using the communicative approach, the instructor stresses the acquisition of four foreign language skills: speaking, listening, reading, and writing. As the year progresses, classroom instruction and interaction are increasingly conducted in French. Students practice speaking in pairs; listen to a variety of native accents encountered through an array of French-language recordings, films, and Internet sites; read authentic French texts; and practice their written expression. They are also trained in the use of learning and study strategies, some unique to language education and some highly interdisciplinary. The successful student will reach the Novice-Mid level of competency as described by the ACTFL proficiency guidelines.

*(Full Homework Course) (Full Year Course)*

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### French II

This course offers an initial review, after which students continue to enrich their vocabulary while further developing their French grammar and syntax. Their knowledge of the French-speaking world expands as they explore the linguistic distinctives and cultures of several countries. Students learn to communicate beyond the basic descriptive level, offering opinions, summarizing, and reminiscing. As in level one, all four language skills are practiced through a communicative approach, including classroom instruction and student interaction in the language. Similar to level one, students work in pairs; encounter a variety of native-speakers' voices on recordings, in films, and through Internet sites; read authentic French texts; and practice their written expression in French. The successful student will reach the Novice-High level of competency as described by the ACTFL proficiency guidelines.

*Prerequisite: French I. (Full Homework Course) (Full Year Course)*

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### **French III**

This course, conducted almost exclusively in French, continues the use of the communicative approach to foreign language learning begun in French I and II. French III offers intensive application and practice of previously acquired skills as well as new vocabulary and grammatical constructs, permitting more sophisticated communication in the language, including the expression of opinion and sentiment on a variety of topics. Students practice their speaking skills through improvisational role-play as well as narration in the past, present, and future. Through continued exposure to international francophone expression and culture in recordings, films, Internet sites, and written texts, students increase their proficiency in speaking, listening, reading, and writing. The successful student will reach the Intermediate-Low level of competency as described by the ACTFL proficiency guidelines.

*Prerequisite: French II. (Full Homework Course) (Full Year Course)*

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### **French IV**

This course, conducted entirely in French, draws on language skills acquired in French I, II, and III. It blends comprehensive review of grammar with acquisition of additional grammatical structures necessary for advanced-intermediate competency. Students further their vocabulary through a wide variety of reading, including historical, literary, and journalistic French texts. Through extensive classroom use of recordings, films, and Internet sites, students are challenged to hone their language skills as if for daily interaction in a francophone culture. Students further develop oral and written expression through class discussions, oral presentations and recitations, as well as creative and analytical writing. The successful student will reach the Intermediate-Mid level of competency as described by the ACTFL proficiency guidelines.

*Prerequisite: French III. (Full Homework Course) (Full Year Course)*

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### **AP French - Language**

AP French Language and Culture is intended for qualified students who wish to complete studies comparable to a college-level course (Intermediate to Pre-Advanced range) in French. This course, which is conducted exclusively in French, provides students opportunities to review and refine the skills of listening and reading (interpretive communication), speaking and writing (interpersonal and presentational communication), using a variety of culturally authentic materials. The course is organized around six themes interpreted through the lenses of linguistic, cultural, and biblical perspectives: families and communities, beauty and aesthetics, global challenges, science and technology, contemporary life, personal and public identities. Through the use of whole and excerpted literary works, contemporary articles about the francophone world, award-winning French-

language films, authentic recordings, grammar review and vocabulary building manuals, students are guided in their preparation for the AP Examination.

*Prerequisites: French IV and departmental approval. (Solid Homework Course) (Full Year Course)*

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### **Spanish I**

This course introduces students to the Spanish language, and the cultures and geographies of Spain and the Spanish-speaking world. Using the communicative approach, the instructor stresses the acquisition of four foreign language skills: speaking, listening, reading, and writing. As the year progresses, classroom instruction and interaction are increasingly conducted in Spanish. Students practice speaking in pairs; listen to a variety of native accents encountered through an array of Spanish-language recordings, films, and Internet sites; read authentic Spanish texts; and practice their written expression. They are also trained in the use of learning and study strategies, some unique to language education and some highly interdisciplinary. The successful student will reach the Novice-Mid level of competency as described by the ACTFL proficiency guidelines.

*(Full Homework Course) (Full Year Course)*

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### **Spanish II**

This course offers an initial review, after which students continue to enrich their vocabulary while further developing their Spanish grammar and syntax. Their knowledge of the Spanish-speaking world expands as they explore the linguistic distinctives and cultures of several countries. Students learn to communicate beyond the basic descriptive level, offering opinions, summarizing, and reminiscing. As in level one, all four language skills are practiced through a communicative approach, including classroom instruction and student interaction in the language. Similar to level one, students work in pairs; encounter a variety of native-speakers' voices on recordings, in films, and through Internet sites; read authentic Spanish texts; and practice their written expression in Spanish. The successful student will reach the Novice-High level of competency as described by the ACTFL proficiency guidelines.

*Prerequisite: Spanish I (Full Homework Course) (Full Year Course)*

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### **Spanish III**

This course, conducted almost exclusively in Spanish, continues the use of the communicative approach to foreign language learning begun in Spanish I and II. Spanish III offers intensive application and practice of previously acquired skills as well as new vocabulary and grammatical constructs, permitting more sophisticated communication in the language, including the expression of opinion and sentiment

on a variety of topics. Students practice their speaking skills through improvisational role-play as well as narration in the past, present, and future. Through continued exposure to international Spanish-speaking expression and culture in recordings, films, Internet sites, and written texts, students increase their proficiency in speaking, listening, reading, and writing. The successful student will reach the Intermediate-Low level of competency as described by the ACTFL proficiency guidelines.

*Prerequisite: Spanish II (Full Homework Course) (Full Year Course)*

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### **Spanish IV**

This course, conducted entirely in Spanish, draws on language skills acquired in Spanish I, II, and III. It blends comprehensive review of grammar with acquisition of additional grammatical structures necessary for advanced-intermediate competency. Students further their vocabulary through a wide variety of reading, including historical, literary, and journalistic Spanish texts. Through extensive classroom use of recordings, films, and Internet sites, students are challenged to hone their language skills as if for daily interaction in a Spanish-speaking culture. Students further develop oral and written expression through class discussions, oral presentations and recitations, as well as creative and analytical writing. The successful student will reach the Intermediate-Mid level of competency as described by the ACTFL proficiency guidelines.

*Prerequisite: Spanish III (Full Homework Course) (Full Year Course)*

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### **AP Spanish - Language**

AP Spanish Language is intended for qualified students who wish to complete studies comparable to a college-level course (Intermediate to Pre-Advanced range) in Spanish. This course, which is conducted exclusively in Spanish, provides students opportunities to review and refine the skills of listening and reading (interpretive communication), speaking and writing (interpersonal and presentational communication), using a variety of culturally authentic materials. The course offers an intensive grammar review, a variety of readings from contemporary journalism and literature of the modern era, frequent guided compositions, in-class debates, substantial vocabulary acquisition, listening and speaking practice, including oral reports, and constant interaction in the target language. Specific types of exercises modeled after the AP Examination also guide students in their preparation.

*Prerequisites: Spanish IV, departmental approval (Solid Homework Course) (Full Year Course)*

## Physical Education and Health

The Upper School PE requirement may be met by completing three seasons of any school-related sport(s) by the end of the senior year. Alternatively, students may apply to the Athletic Director for an exemption based on a commensurately substantial commitment to a sport outside school. A P.E. Credit form is available from the Registrar to document athletic participation at school, or to confirm the prior approval of the Athletic Director for athletic participation outside school.

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### Health

Health class includes a variety of health and fitness related topics: nutrition, weight control, eating disorders, risk factors for disease, injury prevention, cardiovascular fitness, and abstinence-based sex education. Students will also be exposed to basic life support techniques and will become certified in CPR.

*(Light Homework Course) (Semester Course)*

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### Weight Training

Beginning weight training is a course which will introduce students to the basic concepts of weight training as a means to build and shape muscle. Students will learn to develop a safe and effective conditioning program while gaining a sense of physical and mental confidence through active class participation. The class will provide a daily workout routine that the students are expected to follow. The students will look and feel better throughout this class, which can serve as a foundation for individual/team sports or bodybuilding/advanced weight training. Additionally, a paper based on an aspect of weightlifting will be assigned during the semester.

*Prerequisite: Sophomore standing. (No Homework Course) (Semester Course)*

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### Sports Medicine

This course is recommended for students that are interested in Athletic Training, Sports Medicine, Physical Therapy, Exercise Physiology and/or any other health care related field. Students will gain a basic understanding of treatment, prevention and rehabilitation of athletic injuries. While this course is intended to be introductory, students will study basic anatomy and physiology, joint taping, application of modalities, organization and administration, and nutritional considerations. A strong commitment is necessary, as clinical hours outside of the classroom are required. Students are required to spend a minimum of 20 hours per semester in the training room, on the sidelines at athletic events and/or assisting the instructor with game and practice preparation.

*Pre-requisite: Sophomore standing, light homework, semester course. Limited to 12 students.*

## Science

### Biology

Biology is an all-inclusive survey course in life science. Topics covered will include the diversity of life, basic biochemistry, cell structure and division, genetics and ecology. Student understanding is reinforced through journal writings, a variety of hands-on investigations, dissection, and microscopy.

*(Full Homework Course) (Lab Science) (Full Year Course)*

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### AP Biology

AP Biology students spend the entire year studying modern biology. Topics include biochemistry, cell biology, genetics, evolution, the major taxonomic groups of organisms, anatomy and physiology, population biology, and ecology. Emphasis is placed on inquiry and hands-on laboratory activities.

*Prerequisite: Physics and chemistry and departmental recommendation.. (Solid Homework Course) (Lab Science) (Full Year Course)*

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### Chemistry

This course provides the student with a broad introduction to chemical principles and concepts. Some of the topics covered include chemical quantities and equations, the atom, the periodic table, rates of reactions, acid-base chemistry, and chemical structures. The course draws on basic algebra skills such as solving equations and using ratios.

*(Full Homework Course) (Lab Science) (Full Year Course)*

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### Chemistry Honors

Chemistry Honors students spend the entire year studying a broad range of topics including atomic structure, mass relationships, gases, thermo-chemistry, chemical bonding, phases of matter, chemical kinetics and equilibrium, electro-chemistry, and thermodynamics. Students must be proficient in math and problem solving, and have excellent organizational skills to successfully complete this course.

*Prerequisites include Algebra II, Physics, faculty recommendation (Full Homework Course) (Lab Science) (Full Year Course)*

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## AP Chemistry

Students spend the entire year studying a broad range of topics including atomic structure, mass relationships, gases, thermo-chemistry, chemical bonding, phases of matter, chemical kinetics and equilibrium, electrochemistry, and thermodynamics. Students must be proficient in math and problem solving, and have excellent organizational skills to successfully complete this course.

*Prerequisite: Algebra II, physics, and departmental recommendation (Solid Homework Course) (Lab Science) (Full Year)*

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## Physics

Physics is a course designed to give students more insight into the natural world. Relevant concepts are discussed in class and problem solving techniques are developed for various topics. These topics include mechanics, electromagnetism, heat, waves, and optics. The concepts discussed in class are supplemented with labs and demonstrations. Algebra II skills are pertinent to physics and are developed throughout this course.

*Prerequisite: Algebra II concurrently (Full Homework Course) (Lab Science) (Full Year Course)*

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## Physics Honors

Physics Honors balances the study of a broad scope of different physics topics with an in depth quantitative and qualitative focus in various areas of the science. These topics include mechanics, electromagnetism, heat, waves, and optics. The concepts discussed in class are supplemented with labs and demonstrations. An emphasis is on problem solving and Algebra II skills are used frequently.

*Prerequisite: Algebra II concurrently and departmental recommendation (Solid Homework Course) (Lab Science) (Full Year Course)*

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## AP Physics C: Electromagnetism

Whereas the Mechanics portion of AP Physics investigates the motion of physical objects, AP Physics C: Electromagnetism explores charges and charge interactions. Student will learn about electric phenomena, circuits, and magnetism. Calculus is used throughout as a mathematical tool necessary to solve relevant problems. Homework consists of weekly problem sets. Additionally, 20% of class time is set aside for lab activities to delve further into topics probed during the rest of class.

*Prerequisite: Physics, Calculus concurrently, Chemistry, and departmental recommendation (Solid Homework Course) (Lab Science) (Full Year Course)*

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## Forensics

This introduction to forensic science explores the methods and techniques from many different science disciplines that are applied during the course of criminal investigations. Through practical, hands-on exercises, the study of case files and interaction with guest professionals both in class and off-campus, students will learn about the examining, collecting and analyzing of evidence from crime scenes and associated investigations.

*Prerequisite: Sophomore, Junior or Senior standing. (Light Homework Course) (One Semester Course)*

## Fine Arts

## Music

### Upper School Chorale

The Upper School Chorale is a non-auditioned choral group that regularly performs in our school and community. Instruction in the class will focus on how to sing properly while using and understanding the printed score. Emphasis is placed on sight-reading, vocal blend, harmonization and exploration of various music genres. Singers in the group participate in North Carolina All State Choir, North Carolina Honors Choir and the North Carolina Governors School in Choral Music. The group competes once a year at a chosen southeastern United States adjudication and performs periodically on an international tour (last year to Italy).  
*(Light Homework Course) (Full Year or Semester Course)*

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### Chamber Singers

The Chamber Singers is an auditioned group of upper classman singers who will sing advanced vocal literature in various genres. The Chamber Singers will also learn the literature of and participate with the Chorale at times. All singers in this organization must be strong sight-readers, have a love for singing and have a thorough knowledge of the printed score. Singers are selected by audition in the Spring and must have participated in the Upper School Chorale or the equivalent for at least one year. Participation in North Carolina All State Choir, North Carolina Honors Choir, the NCAIS Choral Festival and the North Carolina Governors School in Choral Music is strongly encouraged. The group will sing in our school and community and compete once a year at a chosen southeastern United States adjudication and performs periodically on an international tour (this past year to Italy).  
*(Light Homework Course) (Full Year)*

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### Honors Chorale

Seniors in Honors will participate fully in the activities of either the Upper School Chorale or the Chamber Singers. They are recognized as Honors students by virtue of their contribution to the vocal arts program at St. David's since 9th grade. Within the context of these rehearsals, instruction will emphasize the improvement of vocal, sight-reading, and listening and blending skills. Students will study music theory and music history in order to appreciate the music they are singing at a higher level. The Chorale performs throughout the year at various concerts and festivals. Honors students will be given additional assignments, responsibility and opportunities for leadership.  
*Prerequisite: Participation in the choral program since 9th Grade, Seniors only. (Light Homework Course) (Full Year Course)*

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## Wind Ensemble

This instrumental ensemble is designed for 9th-12th graders playing instruments in the woodwind, brass and percussion families. Students are held to high standards of ensemble playing, being challenged each day toward musical proficiency. In this course students focus on developing fully mature tone quality, strong technical skills, superior phrasing and musicianship, as well as advanced music theory concepts. Regular individual playing tests and quizzes are given for evaluation. (omit remainder of sentence) Students in the Wind Ensemble are featured during various concerts and school assemblies throughout the year. In addition, the Wind Ensemble embarks on an annual overnight trip to an adjudicated festival each spring.

*Prerequisite: Three years of prior band experience or Director's approval. (Light Homework Course) (Full Year Course)*

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## Honors Wind Ensemble

Honors Wind Ensemble is available to 11th -12th graders who have been in the band program continuously since the 7th grade. While participating in the Upper School Wind Ensemble, students are held to high standards of ensemble playing, being challenged each day toward musical proficiency. In this course students focus on developing fully mature tone quality, strong technical skills, superior phrasing and musicianship, as well as advanced music theory concepts. Regular individual playing tests and quizzes are given for evaluation. (omit remainder of sentence) Students in the Wind Ensemble are featured during various concerts and school assemblies throughout the year. Honors students will be awarded Honors credit and will be given additional responsibility and opportunities for leadership. In addition, Honors Wind Ensemble embarks on an annual overnight trip to an adjudicated festival each Spring.

*Prerequisite: Juniors and seniors only. Continuous participation in Band program from 7th through 11th grade. (Light Homework Course) (Full Year Course)*

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## AP Music Theory

Advanced Placement Music Theory is a course that focuses on the essential elements of music: melody, harmony, texture, rhythm, form and to some extent history and style. Students in the class develop their ability to recognize, understand and describe the basic materials and processes of music that is heard or is present in a score. They will rely heavily on their ability to read and write musical notation as they address fundamental aural, analytical, and compositional skills using both listening and written exercises. The students will master the basic elements of music, including intervals, major/minor and modal scales, chords, melodic/harmonic dictation, score-analysis, metric/rhythmic patterns, sight-singing and the terms used to describe these elements.

*Prerequisite: Must have approval of the instructor. (Full Homework Course) (Full Year Course)*

## Studio Art

### Foundations in Art

Foundations in Art is open to all students in the Upper School. This course introduces students to elements of two-dimensional and three-dimensional design, and is a prerequisite for all other Upper School art classes. Visual awareness and sensitivity are expanded through study of the elements of art and principles of design used in famous works of art. Students are challenged to find visual solutions to problems by examining various media, techniques, and technology in creating designs, patterns, and form. Students gain a greater knowledge of color theory and design vocabulary.

*Prerequisite: None (Light Homework Course) (Semester Course)*

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### Drawing

In Drawing, students study value, proportion, composition, foreshortening, perspective and other related techniques through various drawing assignments. A variety of traditional drawing media, such as pencil, pen and ink, charcoal, and pastel are explored in creating original artwork. Students complete drawings from a variety of subject matter such as still life, self-portrait, and landscape. They will also be introduced to experimental projects that entice individual creativity.

*Prerequisite: Foundations in Art (Light Homework Course) (Semester Course)*

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### Painting

In this class, students apply the principles learned in Drawing to works of art with paint. Color theory is emphasized. Students learn to mix paints in order to create a diverse palette of hues and values. Different painting media and tools are used throughout the course as students learn different properties of painting. Students paint original paintings of still life, landscape, and abstraction based on the elements of design and perceptions of natural light and space. They will also be introduced to experimental projects that entice individual creativity.

*Prerequisite: Foundations in Art, Drawing (Light Homework Course) (Semester Course)*

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### Advanced Techniques in Art

This class offers students interested in exploring traditional as well as non-traditional methods of drawing, painting and mixed media works an opportunity to create art through experimentation. Using the basic skills learned in Drawing and Painting they will further develop their understanding of line, form, the abstract and the representational through class projects and sketch book assignments. Emphasis is given to problem solving and conceptual thinking. This class is for serious art students and is highly recommended for those interested in building a portfolio for AP Studio Art.

*Prerequisites: Junior standing, Drawing or Painting, teacher recommendation (Light Homework Course) (Semester Course)*

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## **Ceramics/Pottery**

Students learn methods for creating unique pieces of pottery. Techniques for hand-building, glazing, and firing are learned. Three-dimensional design principles are applied in making a variety of decorative clay pieces. Students study master potters' works and techniques to enrich their own creations.

*Prerequisite: Foundations in Art (Light Homework Course) (Semester Course)*

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## **Ceramic Sculpture**

This course is for the student who seeks to further his/her understanding of creating sculpture. In this course students will learn hand-building techniques for sculpting with clay. Students will learn how to further develop their conceptual ideas into sketches and finally into pieces of artwork. Methods of glazing and firing will also be explored.

*Prerequisite: Foundations in Art Design (Light Homework Course) (Semester Course)*

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## **Graphic Design**

Graphic Design is an application within the field of art in which communication is the most important key to the success of an image. Students learn to create images that communicate using a fundamental knowledge of color, design, shape, and text. Students learn to use computer software to manipulate images and text that engage the viewer and promote information. All work is completed using a computer with Adobe Photoshop CS4. Some of the projects students will complete include logo design, CD cover design, book cover art, and advertising.

*Prerequisites: Foundations in Art (Light Homework Course) (Semester Course)*

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## **AP Studio Art**

The AP program in studio art is intended for highly motivated seniors interested in preparing a portfolio for the National AP Exam. Students can choose to pursue a two-dimensional design, three-dimensional design or drawing portfolio. The portfolio is comprised of 24 pieces of art. The class will be focused on developing and completing the concentration portion of the portfolio. Students are required to create 12 artworks for the concentration section during their senior year.

The 12 pieces required for the general section of the portfolio are to be completed prior to the student's senior year. Freshmen, sophomores, and juniors interested in A.P. Studio Art are encouraged to discover their art interest in order to take the visual art courses specific to the type of A.P. portfolio they would complete their senior year.

*Prerequisite: Faculty approval and 10 to 12 completed works of art to be used for the general section of the 24-piece portfolio. (Full Homework Course (Full Year))*

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## **Media Production**

This class is all about learning through doing. Learn video, sound, lighting, computer editing and graphics, digital imaging, and more. Learn production techniques in an exciting, hands-on way as you make videos, create images, and manage live events. This class may be taken as a semester or a full-year course.

*(Light Homework Course) (Full year or Semester Course)*

## Theater

### Acting I

Acting is personal. Acting is about “right now.” Acting is about connection and bravery. An experiential understanding of the actor’s process is vital for any student of directing, writing or acting. Through a series of exercises, we will explore what it means to “be in the moment” and be true to the inner impulses which guide us. Advanced Acting Technique will introduce the steps necessary to allow for “living truthfully under imaginary circumstances”, providing extensive opportunity for in-class exercises and performances. Students will learn how to capture the “improvisational spirit” as they work from exercises towards scene work culled from theatrical plays and films.

*(Light Homework Course) (Semester Course)*

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### Script Writing/Directing

The course serves as an introduction to screen-writing, playwriting and direction with an emphasis on formatting, three act story structure, storyboarding, character development, plot devices, dialogue, camera coverage, and an overview of the Hollywood and Indie production business for film and the New York Festival circuit for plays. Students will conceptualize and write an original screenplay or play, receive guidance on marketing their script, and begin to shoot and edit a short film.

*(Light Homework Course) (Semester Course)*

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### Film/Theater Appreciation

This course is intended as a journey through the world of film and theater. You’ll be introduced to the accumulated critical opinions reviewing 100 years of film-making and theater. If you love film or theater, why not gain an informed opinion that will hopefully deepen your enjoyment of the film or theater media? This course is useful for students who are interested in pursuing a career in film or theater, or for lovers of movies and the stage, who want to know as much as possible about the world of film and theater for personal enjoyment. We will watch films, attend plays, and you will be exposed to guest speakers who are working artists in theater and film.

*(Light Homework Course) (Semester Course)*

## Publications

### Yearbook

Would you like to be a part of producing a product that people will keep for a lifetime? In this course, students participate in the production of our school yearbook, *Logos*. During class, students learn how to conduct interviews, write copy, take photographs and design layouts electronically. Students acquire computer graphic skills using Adobe Photoshop® and online desktop publishing software. Students assume responsibility for producing pages of the yearbook that requires work outside of class which may include attending events, taking photographs, or conducting interviews. Students may take Yearbook for more than one school year. (*Full Homework Course*) (*Full Year Course*)

## Library

The goals of the St. David's School Library Program are to provide access to information and resources in various forms, promote the love of reading, and encourage students to become effective researchers and discerning, life-long learners. In the Upper School, students learn and apply research skills to support and extend classroom study. Students are encouraged to locate, evaluate, and use information effectively and to pursue personal interests in research and pleasure reading.

Students in ninth grade and all new Upper School students receive an orientation to the library and its services at the beginning of the school year. Information literacy goals for Upper School students are attained primarily through project-based instruction provided by the librarian in collaboration with classroom teachers. Information literacy skills are taught in formal class settings as well as informally throughout the school year, and include instruction in research methodology and strategies, website evaluation, and the ethical use of information.

As they progress through the Upper School grades, students practice and refine their research skills in their various course assignments. Students also enjoy library-sponsored enrichment activities and programs that promote the love of reading.

The St. David's School Library curriculum is designed to fulfill the objectives set forth in:

- The North Carolina Standard Course of Study, NC Department of Public Instruction
- Standards for the 21st-Century Learner in Action, prepared by the American Association of School Librarians, 2009.

## **Academic Support Program**

The Academic Support Program offers curriculum assistance to students based on appropriate documentation and individual need as determined by the Director of Academic Support. The services will be provided for a fee separate from tuition and must be applied for separately. A detailed pamphlet describing services and fees, and application forms are available upon request at [lwhitworth@sdsu.org](mailto:lwhitworth@sdsu.org). Enrollment in the ASP is based on availability and scheduling on a first-come, first-served basis upon receipt of payment. Please note that students in grades seven through twelve participating in the ASP must be enrolled in a study hall.

## Accreditations/Affiliations

St. David's is dually accredited by the Southern Association of Colleges and Schools and the Southern Association for Independent Schools for grades kindergarten to twelve.

### **St. David's School memberships and affiliations:**

*National Association of Independent Schools*

*National Association of Episcopal Schools*

*Southern Association of Independent Schools*

*North Carolina Association of Independent Schools*

*Council on Educational Standards and Accountability*

*Educational Records Bureau*

*Gilder Lehrman Institute of American History*

*The College Board*

### **ST. DAVID'S SCHOOL**

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