Welcome

Dear Sage Hill Students and Parents:

This catalog contains all of the information you will need to get started on the registration process for the 2019-2020 school year. In particular, we are excited to highlight new courses in Science and English for next year, as well as a new innovative hybrid online Sage Connected course.

During the course selection process, I encourage families to consider Sage Hill’s core value of Balance as they choose their courses. Striking a balance of coursework with co-curricular activities such as arts, athletics and service is a challenge that requires courageous decisions, and encourages students to live creatively and compassionately.

Please review the course descriptions and identify your selections. Returning students will use these selections in preparation for your Advisor/Advisee/Parent conferences in April.

Sincerely,

Matt Balossi, Ed.D.

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Graduation Requirements

Students are eligible for a Sage Hill diploma when they have completed, with satisfactory grades, the following coursework over four years:

- **English**—4 years
- **Mathematics**—3 consecutive years and through Algebra II
- **History**—3 consecutive years through U.S. History or AP U.S. History
- **World Languages**—3 years and through level III
- **Science**—3 years laboratory science
- **Arts**—2 years
- **Physical Health and Wellness**—3 years

All students must carry a minimum of five (5) courses from among the various disciplines for four years. Please note that a student’s schedule is built around the five required courses, but all students have seven time blocks (A through G) in their schedules. In their freshman and sophomore years, one of these blocks must be Physical Health. If a student elects to take a sixth or seventh course, an effort will be made to accommodate the request. Students will not receive credit for courses taken outside of Sage Hill. See the Student Handbook for more information.

**Academic Advancement Policy**

Students must earn a minimum average of C- and a C- or better in the second semester in any course in order to progress to the next level within the curriculum. If a student earns lower than a C- in any semester, they will need written departmental approval to move on to the next semester or course. All students enrolled in an AP class are required to take the accompanying AP exam.

**AP and Accelerated Courses**

Parents and students must understand that AP courses are taught at college level and the nightly homework load may be up to two hours, including weekends. Such homework may also consist of regular outside readings and writing.

A student requesting more than three AP or Accelerated courses must discuss with and obtain approval from the Dean of Faculty and Curriculum. Sage Hill AP courses prepare students for the Advanced Placement examinations nationally administered each spring. Students with high scores on the Advanced Placement examination may be eligible to receive college credit.

In order to be eligible to apply to the University of California system, students must have completed a year of Geometry either prior to, or at Sage Hill School.
Course Placement Process

Sage Hill School's course placement process is closely aligned with the School’s mission and values.

• **Recommended Preparation** indicates our professional guidance for the courses that will best prepare students for success in a given course.

• **Grade in Prior Course**: In the majority of departments, a specific grade in a prior course is not required for entry into an accelerated or AP course.

• **Feedback**: Students and families will receive frequent and specific feedback from teachers throughout the first three quarters of the school year that will empower them to make their course placement decisions.

• **Placement Tests**: Placement tests are used for advanced math and performing arts courses.

Sage Connected

Sage Connected courses expand the classroom beyond the physical campus to create a collaborative learning environment. Students connect to their teachers and peers through customized online interactions, frequent in-person meetings and individualized instructor feedback. Sage Connected courses occur outside of the typical school day, giving students flexibility to learn in blocks of time that work for them.

**Sage Connected at a glance:**

• All courses are UC-approved and provide a full year of course credit;

• Open to juniors and seniors only;

• May be taken as a sixth or seventh course;

• At least three class meetings each week during a zero period (7:35-7:55 AM) in addition to online coursework; and

• A student may only take one Sage Connected course in an academic year.

New Courses For 2019-2020

We are pleased to offer the following new courses:

**English Department**

• **Call of the Wild: Adventure Literature**

Please see course description, page 3.

**Science Department**

• **3D Design, Modeling and Fabrication** (Sage Connected)

• **Organic Chemistry**

Please see course descriptions, page 11.

We are pleased to offer the following Sage Connected courses in the 2019-2020 academic year:

**English Department**

• **Storytellers’ Workshop**

**Mathematics Department**

• **Financial Literacy**

**Science Department**

• **3D Design, Modeling and Fabrication**

Additional details about Sage Connected courses are included in course descriptions.
ENGLISH CURRICULUM OVERVIEW

The Sage Hill English curriculum emphasizes the crucial value of spoken and written communication as it relates to self and global awareness. In a seminar environment, each grade level focuses on one essential question that helps students to discover who they are becoming as readers, writers and human beings, and empowers them to be change agents in their own lives. Students in the freshman and sophomore years explore who they are as readers, as writers, and as members of a global community. Juniors examine their relationship to the American experience, and seniors reflect on the authors whose works have impacted their understanding of the human condition.

At all grade levels, students examine a diverse body of literature that represents a broad range of historical and cultural perspectives. In the process, students are challenged both to question and embrace their beliefs and values, and to compassionately respect the viewpoints of others. Student writing—both critical and creative—emerges from coursework and student interests, and each year culminates in a department-wide portfolio project, in which students reflect on and synthesize their work from throughout the year in connection to that year’s essential question.

COURSE OFFERINGS

- 1110  English I: Intro to Literary Genres
- 1120  English II: World Literature
- 1130  English III: American Literature
- 11350 Accelerated English III: American Literature
- 11440 Influence: A Study in Craft and the Derivation of Style
- 11450 Brave New Worlds: Utopian and Dystopian Futures
- 11470 Call of the Wild: Adventure Literature
- 1150  Storytellers’ Workshop (Sage Connected)
- 11800 AP English Literature and Composition (*)

Courses that appear in bold are awarded an additional 1.0 to the Sage Hill grade point equivalent.

(*) All students enrolled in an AP class are required to take the accompanying AP exam.
ENGLISH CURRICULUM OVERVIEW

The Sage Hill English curriculum emphasizes the crucial value of spoken and written communication as it relates to personal, academic, and professional success. It is designed to provide students with the tools necessary to think critically, speak persuasively, write cogently, and communicate effectively. Students are challenged to question and embrace their beliefs as they develop as readers, writers, and human beings. The curriculum also empowers students to be change agents in their own lives.

At all grade levels, students examine a diverse body of literature that represents a broad range of historical and cultural perspectives. In the process, students are challenged both to question and embrace their beliefs and to self and global awareness. In a seminar environment, each grade level focuses on one essential question that helps students to discover who they are becoming as readers, writers and human beings, and empowers them to be change agents in their own lives. Students in the freshman and sophomore years explore who they are as readers, as writers, and as members of a global community. Juniors examine their relationship to the American experience, the American dream, and American identity as well as how the American writings, as they strive to define the uniquely American ethos has evolved and continues to evolve over time. This course complements the United States history courses and historical, intellectual, and philosophical contexts inform our study. Students continue to build reading, writing, and oral skills through a variety of projects, presentations, and writings, as they strive to define the uniquely American experience, the American dream, and the role that the American ethos plays in our lives. Students explore multiple literary genres, including essays, speeches, poetry, plays, short stories, and novels.

Successful (W)rites of Passage: Introduction to Literary Genres
Freshman year qualifies as a rite of passage, and throughout this course students reflect upon the overarching theme of coming of age. Close, annotated readings and class discussions encourage students to appreciate and analyze the elements of numerous literary genres: the classical and the contemporary Bildungsroman, autobiography, Shakespearian drama, and poetry. While learning to read, write, think, and speak critically and communicate persuasively, students gain knowledge of essential grammar, vocabulary, and writing skills in the context of their work.

English II World Literature
The sophomore English course expands the scope of self-examination begun in the freshman year to include the world around us. Who are we, as readers, writers, and thinkers in relationship to the world? Students read seminal examples of world literature, and they continue to develop analytic and creative writing skills through a thorough study of rhetoric, usage, vocabulary, and composition. Students also connect their readings and writing with service learning work, where they mentor elementary students and help teach literacy skills.

English III American Literature
In this course, students explore the nature of the American identity as well as how the American ethos has evolved and continues to evolve over time. This course complements the United States history courses and historical, intellectual, and philosophical contexts inform our study. Students continue to build reading, writing, and oral skills through a variety of projects, presentations, and writings, as they strive to define the uniquely American experience, the American dream, and the role that the American ethos plays in our lives. Students explore multiple literary genres, including essays, speeches, poetry, plays, short stories, and novels.

Accelerated English III American Literature
This course is designed for students who have performed at a high level in English II and wish to deepen their critical thinking, reading, and writing skills. The course moves at a significantly faster pace than English III American Literature. In addition to the English III curriculum, students read additional texts and complete additional assignments that require students to develop cogent, coherent arguments, write with richness of expression, and demonstrate advanced critical reading and writing abilities.

Recommended Preparation: Recommendation of the English Department and an A- writing average in English II.

Influence: A Study in Craft and the Derivation of Style
This year-long hybrid literature / writing class challenges students to examine literature from the perspective of a writer and to employ their learning in original compositions in an effort to develop their own unique writing style. In order to construct an appropriate foundation, students will read writing-specific texts, as well as an array of novels, novellas, short stories and plays for analysis and discussion. Throughout the year, students will build their knowledge and awareness of stylistic elements present in all great literature. Concurrently, students will practice these elements in a series of targeted activities and assignments. As the culminating assessment for each semester, students will compose a creative work to demonstrate their original narrative voice as a combination of enduring stylistic elements and original flourishes.

Brave New Worlds: Utopian and Dystopian Futures
Imagine that the world we live in was suddenly destroyed by disease or war or natural disaster, and a new world had to be created. Would it be a utopian paradise, with no poverty, disease or war? Or would it disintegrate into dystopian, totalitarian regimes that stripped us of our rights until we were prisoners in our own country? In this course, we will investigate a wide range of literary and cinematic works about utopian and dystopian societies. We will discuss how speculations of the future have evolved, and address how classic works of literature and film speak to contemporary concerns of the relationship between nature and culture, gender and sexual identities, individual and community, and the impact of scientific and technological advances on our imagining of the future.

Call of the Wild: Adventure Literature
What is it that drives some of us to give up the comfort of our safe, warm beds for the danger of the raw, and often, unforgiving wilderness? What does outdoor adventure do to our conceptions of ourselves? What about the world? And sometimes dangerous places offer us that daily life in our civilized society cannot? Is it the sheen of discovering the unknown? Or perhaps it’s the need to prove oneself? Or maybe it’s the desire to lose oneself, and, in the process, to find oneself? In this course we will immerse ourselves in a range of literary fiction and nonfiction, journal writings, memoirs and poetry by and about some of the most intrepid outdoor adventurers ever to have stepped foot into the great outdoors. By engaging with a variety of voices, from narratives about early polar and ocean explorers, to contemporary adventure sagas, and students’ writing of their own outdoor adventures (large or small), we will seek to understand why so many of us are driven to answer the call of the wild.

AP English Literature and Composition
AP English Literature and Composition is a 12th grade, college-level course open to academically motivated students who intend to take the culminating AP examination. In this course, students experience, interpret, and evaluate diverse works of literature. Students develop an understanding of the writers’ use of language to provide meaning and pleasure to readers, examine and explicate structural complexity in poetry and fiction, and investigate themes and symbols found in works from the theater. Students also cultivate critical thinking and formal writing skills. In the process, students hone their effective use of rhetoric, including style and tone via collegiate-level vocabulary, grammar, syntax, and literary language. Ultimately, students in this course learn to “read like a writer” and “write like a reader.”

Recommended Preparation: Recommendation of the English Department and either an A- writing average in English III or a B+ writing average in Accelerated English III.

Storytellers’ Workshop (Sage Connected)
The power of story is essential in the 21st century. In an increasingly divided culture, the ability for people to communicate clearly and compassionately and to listen to understand is imperative. Storytellers' Workshop is a unique learning experience that will enhance students' understanding and appreciation of the possibility and power of stories. Throughout the year, students will critically examine and analyze a variety of published works, as well as craft their own original pieces, increasing their knowledge of the essential elements of storytelling: namely, character, setting, plot, point of view, theme, and style. The class will provide members regular opportunities to submit their own work for critical feedback from their instructor and peers. As they engage in a series of creative projects and exercises designed to enrich their understanding of craft and form, students will strengthen their ability to clearly and powerfully communicate their own stories and the stories of others.

Recommended Preparation: Successful completion or co-enrollment in English III or Accelerated English III.

Please note: This class will meet every Monday - Friday during zero period.
HISTORY AND SOCIAL STUDIES CURRICULUM OVERVIEW

What does it mean to be human? What is your position in the world? What is power? What does it mean to be a good citizen? What is the West? The East? These are just a few of the essential questions that our courses begin to help students answer. The mission of the History and Social Studies Department is to empower students with an understanding of how the modern world has been shaped over time by peoples, ideas and events. The curricular emphasis on current issues helps students recognize patterns and make connections between past and present. All courses incorporate current research methods, historical inquiry, and extensive writing to enable students to question and evaluate the world around them. Each course introduces new skills and tools, and many students complete a major research project at multiple grade levels. Through these projects they explore a topic of their own choosing as it relates to the course of study.

In their freshman year, students identify common patterns and trends across history and civilizations. The following year, these patterns of civilization serve as a basis for understanding political, economic, cultural, and social changes in world history. As juniors, students examine events in United States history as they think historically about the nature of change over time.

HISTORY AND SOCIAL STUDIES COURSE ROADMAP

Patterns of Civilization 2110
Patterns of Civilization places an emphasis on the multidisciplinary nature of history. In this respect, art, economics, the environment, geography, and religion are important components of this course. Students also learn about historiography and research in order to understand the process and methodology that historians use when creating their picture of the past. The course’s content and skills are geared toward assisting students in planning, researching and producing their Sage Hill History Project inspired by National History Day themes. All students present their projects in the spring at the Ninth Grade History Night at school.

Modern World History 2125
Modern World examines global history from the Renaissance through the 20th Century. The course provides students the opportunity to demonstrate learning in the written form as well as via in-class presentations on an individual or small-group basis. Objectives include explaining large-scale and long-term historical developments; identifying and evaluating key turning points in world history; comparing the ideals and practices of major belief systems; and identifying and assessing the economic, environmental and political challenges humans have confronted. This course is open to students who have successfully completed Patterns of Civilization.

COURSES OFFERINGS

• 2110 Patterns of Civilization
• 2125 Modern World History
• 2130 United States History
• 21430 Current Issues in the Modern World
• 21450 International Relations
• 21700 Principles of Business
• 21720 AP Art History (*)
• 2185 AP World History (*)
• 21810 AP United States History (*)
• 21820 AP American Government (*)
• 21840 AP Psychology (*)
• 31840 AP Economics (*)

Courses that appear in bold are awarded an additional 1.0 to the Sage Hill grade point equivalent.

(*) All students enrolled in an AP class are required to take the accompanying AP exam.
AP World History 2185
From 8,000 B.C.E. to the present, the content of AP World History traverses the globe following five main themes: the interaction between humans and the environment; the development and interaction of cultures; state-building, expansion, and conflict; economic systems; and social structures. In addition, the course is predicated on students learning and applying four historical-thinking skills: developing arguments from evidence; chronological reasoning; comparison and contextualization; and historical interpretation and synthesis.

This course is open to students who have successfully completed Patterns of Civilization.

United States History 2130
In the first semester, students trace the development of the United States from its European origins through the Civil War, industrialization, and its emergence as a world power. The second semester focuses almost entirely on developments in the twentieth century. This course enables students to understand the underlying social, political, cultural, economic, and religious traditions that compose the American heritage. Students also initiate and execute a major research project on a topic of his or her choice.

This course is open to students who have successfully completed Patterns of Civilization and Modern World History or AP World History.

AP United States History 21810
While sharing many of the same aspects of the eleventh grade U.S. History course, AP U.S. History utilizes a college-level text, incorporates additional readings and increases the detailed use and interpretation of primary sources and documents.

This course is open to students who have successfully completed Patterns of Civilization and Modern World History or AP World History.

Current Issues in the Modern World 21430
Current Issues is a course focused on the discussion and analysis of topics of recent significance at the local, national, and international level. Topics include civil rights, economics, education, the environment, leadership, politics, and social justice. Emphasis is placed on reading and discussing an issue from a variety of viewpoints while keeping that issue historically grounded.

Recommended Preparation: Successful completion or co-enrollment in U.S. History or AP U.S. History at Sage Hill School. Enrollment priority is given to seniors.

International Relations 21450
International Relations is a discussion-based course that introduces students to the various ethical and political philosophies that constitute interactions between people, within society, and among nation states. The course begins with close readings of foundational texts from across the ancient world and ends with a careful study of contemporary theories of ethics, political philosophy, and sovereignty. Topics include: the ideal form of government, policies within and among nations, the nature of justice, the origins of inequality, modes of political repression, and approaches to social justice.

Recommended Preparation: Students should be prepared for a reading- and discussion-intensive course. Successful completion or co-enrollment in U.S. History or AP U.S. History at Sage Hill School. Enrollment priority is given to seniors.

Principles of Business 21700
This is a foundational course, formerly known as Global Markets, for students interested in pursuing a Business degree and starting or managing a company in the future. Students taking this course are introduced to basic economic principles and business practices, including business management and operations, entrepreneurship, marketing, finance and accounting with an emphasis on start-up culture. By the end of the course, students will have created a full business plan, will understand the basic practices and skills underlying the business sector, and will be prepared for more specialized coursework in college.

Recommended Preparation: Successful completion or co-enrollment in U.S. History or AP U.S. History at Sage Hill School. Enrollment priority is given to seniors.

AP American Government 21820
This course provides students with a solid foundation for comprehending the institutional framework of American government at federal and state levels. Students examine the underlying traditions and values of the American political system and explore how the three major branches of government work, as well as the way the government functions in dealing with contemporary problems.

This course is open to students who are co-enrolled in or have successfully completed U.S. History or AP U.S. History at Sage Hill School. Enrollment priority is given to seniors.

AP Psychology 21840
The AP Psychology course aims to provide students with a learning experience equivalent to most college introductory psychology courses. AP Psychology utilizes a college-level textbook, incorporates extensive reading and detailed use of research methods and analysis of case studies.

This course is open to students who are co-enrolled in or have successfully completed U.S. History or AP U.S. History at Sage Hill School. Enrollment priority is given to seniors.

AP Economics 31840
The AP Economics course engages students in the understanding, application, and analysis of fundamental economic concepts. Students apply their mathematical skills to evaluate economic theories, improve their critical thinking and decision-making skills, and apply logic to a wide variety of real-world economic situations. The course covers both microeconomics and macroeconomics.

This course is open to students who are co-enrolled in or have successfully completed U.S. History or AP U.S. History at Sage Hill School. In addition, students must be co-enrolled or have successfully completed Algebra II. Enrollment priority is given to seniors.
The mission of the Sage Hill School’s Mathematics Department is twofold— to prepare students for college level mathematics courses and to give students the tools necessary to interpret their world through a mathematical lens. Our curriculum spans all ability levels and interests while adequately challenging students in their mathematical journey. We achieve our mission by emphasizing mathematical skills, proper notation, theory, and practice. Our students work both individually and collaboratively on assignments and projects with various applications to real-life issues in addition to using technology in pedagogically appropriate ways. We support our students by giving them the tools to mathematize and critically interpret the world around them.

When students enter Sage Hill School, we meet them where they are mathematically with an initial placement assessment. This ensures that students begin their mathematical careers successfully with us by having proper placement into our curriculum because learning mathematics is a developmental process that builds upon prior knowledge and skills. We expect that students take three consecutive years of mathematics coursework through Algebra II (not including summer coursework). In addition students have many options and electives from which to choose depending on the pace and scope of their mathematical journey.

In order to be eligible to apply to the University of California system, students must have completed a year of Geometry either prior to, or at Sage Hill School.

**MATHEMATICS COURSE ROADMAP**

Students must demonstrate mastery through a placement process.

**COURSE OFFERINGS**

- 3110 Algebra I
- 3120 Geometry
- 3130 Algebra II
- 3131 Accelerated Algebra II
- 3140 Precalculus
- 3141 Accelerated Precalculus
- 3142 Accelerated Trigonometry/Calculus AB
- 3150 Calculus
- 3160 Statistics
- 31800 Advanced Topics in Mathematics
- 31810 AP Statistics (*)
- 31820 AP Calculus AB (*)
- 31830 AP Calculus BC (*)
- 31850 Financial Literacy (Sage Connected)
- 31900 Multivariable Calculus
- 61800 AP Computer Science (*)

Courses that appear in bold are awarded an additional 1.0 to the Sage Hill grade point equivalent.

(*) All students enrolled in an AP class are required to take the accompanying AP exam.

**ELECTIVES**

- AP COMPUTER SCIENCE
- STATISTICS
- FINANCIAL LITERACY (SAGE CONNECTED)
- AP STATISTICS

All electives are eligible to be taken after Algebra II.
Algebra I 3110
This course provides a strong foundation in the important concepts of Algebra I with particular emphasis on universal mathematical notation. Students develop the skills and confidence to establish the groundwork for subsequent courses. The course stresses analytical skills more than simple mechanical skills. Students work on many models represented by linear, quadratic and exponential functions as well as systems of equations.

Recommended Preparation: Recommendation of the Mathematics Department. Successful completion of Algebra II or Accelerated Algebra II.

Accelerated Precalculus 3141
This course covers all of the material taught in the regular class at a greater level of difficulty and at an accelerated pace. Students are expected to demonstrate a greater depth of understanding through problem solving as well as written explanation. Additional topics may include: matrices and linear programming, parametric equations, multiple angle identities, the polar coordinate system, the binomial theorem, and an introduction to calculus.

Recommended Preparation: Recommendation of the Math Department, successful completion of Algebra II with an A both semesters, and demonstrating mastery on an Accelerated Precalculus placement process. If the previous course taken was Accelerated Algebra II, then successful completion with a grade of A both semesters is required. There is no placement test for moving from Accelerated Algebra II to Accelerated Precalculus.

Algebra II 3130
This course continues the development of algebraic skills and concepts and prepares students for study in Precalculus. In addition to topics discussed in Algebra I, this course covers topics such as linear models, quadratic models, exponential and logarithmic models, rational models, irrational models, and quadratic relations. Students also complete projects that apply concepts to model real-world phenomena.

Recommended Preparation: Successful completion of Algebra I and Geometry.

Accelerated Algebra II 3131
This course covers all of the material taught in Algebra II at a greater level of difficulty and at an accelerated pace. Students are expected to demonstrate a greater depth of understanding through problem solving as well as written explanation. Additional topics may include: an introduction to matrices applied to linear programming, natural logarithms and base, slant asymptotes of rational graphs, an introduction to series and sequences, systems and translations of quadratic relations.

Recommended Preparation: Recommendation of the Mathematics Department, passing Geometry with a grade of A both semesters, and demonstrating mastery on an Accelerated Algebra II placement process.

Precalculus 3140
This course prepares students for Calculus through a thorough study of elementary functions including trigonometric functions, conic sections and sequences and series. Students also explore real-world applications over the course of the year.

Recommended Preparation: Successful completion of Precalculus or with a B or better completion of Algebra II or Accelerated Algebra II.

Geometry 3120
This course explores basic elements of Euclidean geometry and employs primarily deductive methods of reasoning with basic two- and three-dimensional shapes and their properties. The course also helps students reinforce algebraic concepts in the course of solving geometric problems.

Recommended Preparation: Successful completion of Algebra I.

Accelerated Precalculus 3141
This course covers all of the material taught in the regular class at a greater level of difficulty and at an accelerated pace. Students are expected to demonstrate a greater depth of understanding through problem solving as well as written explanation. Additional topics may include: matrices and linear programming, parametric equations, multiple angle identities, the polar coordinate system, the binomial theorem, and an introduction to calculus.

Recommended Preparation: Recommendation of the Math Department, successful completion of Algebra II with an A both semesters, and demonstrating mastery on an Accelerated Precalculus placement process. If the previous course taken was Accelerated Algebra II, then successful completion with a grade of A both semesters is required. There is no placement test for moving from Accelerated Algebra II to Accelerated Precalculus.

Trigonometry/Calculus AB 3142
This course is continued from the concluding point of Accelerated Algebra II. This course covers the topics of trigonometry as well as parametric equations and polar coordinates. This course also covers AB level calculus including limits, differentiation, rates of change, related rates, optimization, and the study of motion. These topics are covered at an accelerated difficulty level with problems of greater depth which generally require enhanced problem-solving techniques to solve.

Recommended Preparation: Recommendation of the Mathematics Department, successful completion of Accelerated Algebra II with at least an A- both semesters, and demonstrating mastery in a placement process.

Statistics 3160
This course covers the basic principles of descriptive statistics, relationships in data, experimental design, and statistical inference. Statistical techniques are studied with an emphasis on their practicality for drawing conclusions from data. Other topics include probability distributions, sampling techniques, and binomial distributions. The course covers the principles of hypothesis testing and confidence intervals. Students also measure the probability of events, interpret probability, and use probability in decision-making.

Recommended Preparation: Successful completion of Accelerated Algebra II or Accelerated Algebra II.

Advanced Topics in Mathematics 31800
This college level course covers post-calculus material at an introductory level. Many of these topics are seen in core mathematics major courses. The first semester consists of developing an understanding of proof in addition to the basics of set theory, symbolic logic, number theory, and group theory. The topics covered in second semester vary depending on the preferences of the class and build upon our foundation of algebraic structures. These concepts may include but are not limited to: linear algebra, non-Euclidean geometry, graph theory, or complex analysis. This course prepares students for advanced study in mathematics and other related fields.

Recommended Preparation: Recommendation of the Mathematics Department and successful completion of Multivariable Calculus with a B or better both semesters.

AP Statistics 31810
The AP course in Statistics is the equivalent of a semester-long, college-level introductory statistics course and prepares students for the AP Statistics exam administered in the spring. Students are introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course focuses on four broad conceptual themes: describing patterns and graphical analysis; planning and conducting a study; exploring random phenomena using probability and simulation; and estimating population parameters and testing hypotheses using formal inference procedures. Students will also design and carry out a full-year APA-style research project.

Recommended Preparation: AP Statistics is for juniors and seniors only. Successful completion of Algebra II or Accelerated Algebra II.
AP Calculus AB  31820
This course introduces students to the basic concepts of calculus. Students learn to read the language of differential equations and to understand that the two principal divisions of calculus—differential (rate problems) and integral (accumulation problems)—are unified by the Fundamental Theorem of Calculus. The course introduces methods for determining derivatives and integrals of elementary functions, and students explore applications of the derivative and integral. Analytical and mechanical skills are stressed throughout the year.

Recommended Preparation: Recommendation of the Mathematics Department. If the previous course was Precalculus then successful completion with an A both semesters is required as well as demonstrating mastery on the AP Calc AB placement process. If the previous course was Accelerated Precalculus then successful completion with a B both semesters is required. There is no placement test from Accelerated Precalculus to AP Calc AB.

AP Calculus BC  31830
This course introduces students to the concepts of calculus. In addition to learning to read the language of differential equations and understanding the Fundamental Theorem of Calculus, students learn methods for determining derivatives and integrals of elementary functions and explore applications of the derivative and integral. Additional topics include techniques of integration, differential equations, and sequences and series, polar, parametric, and vector functions.

Recommended Preparation: Recommendation of the Mathematics Department, successful completion of Accelerated Precalculus with at least an A- both semesters, and demonstrating mastery in a placement process.

Multivariable Calculus  31900
This course extends the concepts of single-variable calculus into three dimensions and completes the study of calculus. During the first semester, students learn vector-valued functions and operations, study functions and derivatives in three-space, limits and infinite series. During the second semester, students will further investigate functions and their derivatives in three dimensions, applications of multiple integrals (including rectangular, spherical and cylindrical coordinate systems), integration in vector fields, divergence theorem, Green’s Theorem and Stokes’ Theorem.

Recommended Preparation: Recommendation of the Mathematics Department and successful completion of AP Calculus AB, AP Calculus BC, or Accelerated Trigonometry/Calculus AB with at least a B both semesters.

AP Computer Science  61800
This course is designed to teach students not only how to program in a high-level computer language, Java, but also about computing in general. The curriculum educates students to use programming methodology and problem-solving skills to produce computer-based solutions to problems by challenging them to take the lessons learned in class and apply them immediately to various exercises on the computer. After completing this course, students should be able to write high-level code in Java, understand the concepts of object-oriented programming, and use methodologies to analyze a problem, and then implement a solution with Java on the computer.

Recommended Preparation: Recommendation of the Mathematics Department, successful completion of Algebra II or Accelerated Algebra II, and at least an A both semesters in the last completed regular-level math course or at least a B both semesters in the last completed Accelerated- or AP-level math course.

In order to be eligible to apply to the University of California system, students must have completed a year of Geometry either prior to, or at Sage Hill School.

Financial Literacy  31850
(Sage Connected)
The Financial Literacy class will teach the critical money management skills that students need before they strike out on their own. Far too many people, even a surprising percentage of those with sizable incomes, live paycheck to paycheck due to mishandling of their money. This class aims to fix that by covering a myriad of real-world topics that are extremely practical. Some of these skills include: learning how to get a job, paying taxes, loans, credit, buying a home vs. renting, buying a car, retirement planning, stocks, bonds, real estate, and entrepreneurship. Students should never leave class asking, “When are we going to use this in real life?”

This is a Sage Connected course, which is offered to juniors and seniors only. This course meets every Monday, Wednesday, and Thursday during zero period.
Science education at Sage Hill School is an evolutionary process. Our students emerge as scientifically literate citizens; their expanded confidence, knowledge, and skills enable them to view science as a means of understanding the human experience.

Students will begin science studies in Chemistry, or Accelerated Chemistry. In each course, emphasis is placed on the dynamic, interdisciplinary nature of the scientific process and its relevance in the modern world. Upon successful completion of core courses in physical and life sciences, students in the upper grade levels can choose to pursue an even wider variety of electives.

**Courses that appear in bold are awarded an additional 1.0 to the Sage Hill grade point equivalent.**

(*) All students enrolled in an AP class are required to take the accompanying AP exam.
Chemistry 4120
Chemistry is the foundation of the study of science at Sage Hill School. Students will explore science as a process, learn the chemistry concepts that influence our lives and are the underpinning of modern biology, and develop their analytical and science writing skills. This provides students with hands-on laboratory experience, as they learn the common analytical tools and techniques that are used by chemists, microbiologists, and medical professionals. The connections among chemical topics, students’ lives, and the world in which they will live and work drive the curricular questions and skill development in the course. After completing the course, students will have a powerful framework to understand cellular energetics and the laboratory techniques for studying DNA sequences in living organisms.

Accelerated Chemistry 4125
Accelerated Chemistry differs from Chemistry with respect to the emphasis on chemical calculations, applied concepts from advanced algebra topics, and the kind and precision of laboratory work performed by students. Like scientists and medical researchers, students in Accelerated Chemistry will be expected to work through “human error” and revise flawed designs to collect high-quality data. While the curriculum is built to provide time and space for mistakes and revisions, students may need to spend additional time in the laboratory (under the supervision of Sage Hill science faculty) beyond what is provided in class meetings in order to draw meaningful conclusions from their investigations. Like Chemistry, Accelerated Chemistry provides an excellent foundation for further science study at Sage Hill School.

This course is open to students who are enrolled in Accelerated Algebra II or higher.

Biology 41300
Biology is a year-long survey course designed to introduce students to a broad range of topics in the life sciences. The curriculum introduces students to cell biology, biochemistry, genetics, DNA technology, evolution and the diversity of life, ecology, and selected topics in human anatomy and physiology. Students learn these topics in the context of understanding biology and its critical role in society. The course has a significant laboratory component in which students will learn the techniques that serve as the foundation for modern microbiological research.

This course is open to students in their sophomore year or beyond who have completed a year of high school laboratory chemistry.

Accelerated Biology 41350
Accelerated Biology is a course that is designed to be both wide and deep—wide, in that it covers a breadth of topics critical to developing a firm understanding and appreciation for the biological sciences; deep, in that it explores how current topics in modern biology reinforce, contribute to, and advance the body of scientific knowledge. Accelerated Biology differs from Biology in the degree to which students are expected to work independently in the lab and understand their work in the context of ongoing research topics in the field. Like scientists and medical researchers, students in Accelerated Biology will be expected to work through “human error” and revise flawed designs to collect high-quality data. While the curriculum is built to provide time and space for mistakes and revisions, students may need to spend additional time in the laboratory (under the supervision of Sage Hill science faculty) beyond what is provided in class meetings in order to draw meaningful conclusions from their investigations.

This course is open to students in their sophomore year or beyond who have completed a year of high school laboratory chemistry.

Marine Science 41410
This interdisciplinary elective course provides an overview of physical and biological oceanographic principles that affect the world’s oceans and the marine life they support. Through discussion and laboratory-based study, students will come to understand the dynamic processes that shape the marine environment. Topics of study range from the formation of the oceans themselves, to winds and waves (including tides), major ocean currents, and the factors that shape Earth’s marine ecosystems. A substantial portion of the course is dedicated to the study of life in the sea. The diversity of marine organisms described in the course includes everything from microbes to whales. Particular emphasis will be given to the ecology of special marine habitats found in our own “backyard,” along the coast of Southern California.

This course is open to students in their sophomore year or beyond who have completed a year of high school laboratory biology.

Engineering 41440
This year-long course will expose students to many aspects in the field of engineering. The course will focus on experiential learning, with numerous laboratory and design exercises. Students will also review mathematical and physical principles covered in earlier courses and understand their applications to the field of engineering. Students will be exposed to various specialties within the field as they learn how to design, build, and analyze structures and simple machines. The course culminates with a project in which students will create an automated device powered by the Arduino platform.

This course is open to students who have completed Algebra II and a year of high school laboratory physics.

Organic Chemistry 4150
Students in this course will study the wide range of phenomena that arise from the special properties of the carbon atom. From the reactions that are the basis for all living organisms, to linalyl acetate, the molecule that gives sage its distinctive smell, organic chemistry is ubiquitous in the world around us. The course will build on students’ knowledge of chemistry and give them exposure to analytical techniques used by chemists through a significant laboratory component. After studying how bonding affects the shape and stability of molecules, students will analyze how molecules move around in space and explore a variety of reactions that occur in organic chemistry. Real-world case studies will provide students with the opportunity to meet the ultimate course goal: to use organic chemistry as a tool to identify and solve problems that are open-ended and meaningful, while working to increase proficiency in Sage Hill School’s Core Competencies of collaboration, critical thinking, communication, creativity, and cross-cultural competency.

This course is open to 11th and 12th grade students who have completed a year of high school laboratory Chemistry and a year of high school laboratory Biology.

AP Chemistry 41800
Advanced Placement Chemistry is the equivalent of the first semester of college chemistry for chemistry majors. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics including atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The course uses a college textbook, complex laboratory investigations, and higher-level mathematical formulations of chemical principles.

This course is open to students in their sophomore year or beyond who have
completed a year of high school laboratory chemistry and have completed or are currently enrolled in a Precalculus course.

**Recommended Preparation:** An average of B+ or higher over both semesters of Chemistry or Accelerated Chemistry.

**AP Biology 41810**

Advanced Placement Biology is the equivalent of two semesters of college biology for biology majors. Students develop the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly-changing science of biology. The College Board has shifted the AP Biology curriculum from a traditional “content coverage” model of instruction to one that focuses on enduring, conceptual understandings and the content that supports them. This approach will enable students to spend less time on factual recall and more time on inquiry-based learning of essential concepts, and will help them develop the reasoning skills necessary to engage in the science practices used throughout their study of AP Biology. In order to address the shift in the College Board’s curriculum for the class, particular emphasis will be given to the connections among the various topics in biology, as well as their application to social and environmental concerns.

This course is open to students who have completed a year of high school laboratory chemistry and a year of high school laboratory biology, and who have completed or are enrolled in a Precalculus course.

**Recommended Preparation:** An average of B+ or higher over both semesters of Biology or Accelerated Biology.

**AP Physics 1 41820**

Advanced Placement Physics 1 is the equivalent of the first semester of introductory physics for science majors. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. This is an algebra-based course that also uses basic trigonometry.

This course is open to students who have completed a year of high school laboratory chemistry and Algebra II, and who are currently enrolled in or have completed a year of high school laboratory biology.

**AP Physics 2 41825**

Advanced Placement Physics 2 is the equivalent of the second semester of introductory physics for science majors. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. This is an algebra-based course that also uses basic trigonometry.

This course is open to students who have completed a year of high school laboratory physics and Algebra II, and who are currently enrolled in or have completed a year of high school laboratory biology.

**AP Physics C: Electricity and Magnetism 41830**

This course is the equivalent of one semester of calculus-based physics for physics and engineering majors. Students in AP Physics C: Electricity and Magnetism will extend their understanding of calculus to include its application to electric and magnetic fields. Calculating these quantities requires the use of math that is beyond the scope of a first year of calculus. As such, these additional topics—including vector calculus, cylindrical and spherical coordinate systems, and the calculus of multiple variables—will be developed as-needed. Through their study of stationary and dynamic charges and their interactions with vector fields, students will “get to the bottom” of a narrow range of topics (i.e., electricity and magnetism). In addition to getting to experience what is like to get to “the end” of a topic in physics, students may also find AP Physics C: Electricity and Magnetism useful as a window into what it would be like to major in physics or engineering at the college level.

This course is open to students who have completed a year of differential and integral calculus.

**Recommended Preparation:** Prior exposure to mechanics (specifically Newton’s Laws, energy, and momentum) is useful, though not necessary.

**AP Environmental Science 41840**

Advanced Placement Environmental Science is the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

This course is open to students who have completed a year of high school laboratory chemistry and a year of high school laboratory biology.

**3D Design, Modeling and Fabrication (Sage Connected) 41450**

3D printing has been around for decades, primarily in the design and manufacturing community, as a way to generate models of potential products. However, in recent years it has seen significant acceptance among the DIY community, educators, film industry, healthcare researchers, and more. This course bridges themes from engineering and science, art and design, math and modeling. The goal of the course is to have students, with no expected background in 3D design or printing, get introduced to the technology and gain mastery through a series of projects and design challenges. Instruction on software programs will be primarily through video tutorials that students will access independently. In-person meetings will be for hands-on work with the 3D printers and tinkering with the items they create. This class will meet 3x a week during zero period but students will check their prints and work on their projects as needed, based on their individual schedules. Students may be able to fulfill their service learning requirement through this course and participation in 3D Prosthetics.

This course is open to 11th and 12th grade students who have completed a year of high school laboratory Chemistry and a year of high school laboratory Biology.
### WORLD LANGUAGES

#### GRADUATION REQUIREMENT
3 years and through level III

- **9th**
  - Level I or by placement in Chinese, French, Latin, or Spanish
- **10th**
  - Next in sequence
- **11th**
  - Next in sequence
- **12th**
  - Next in sequence

#### WORLD LANGUAGES CURRICULUM OVERVIEW
The mission of the Sage Hill World Languages Department is to awaken in students a love of the language, an appreciation of the cultures, and a competency in spoken and written communication appropriate to their level in the language they are studying. Classroom activities target development of the five skills: listening, speaking, reading, writing, and cultural competency. The modern languages encourage students to use the target language for authentic communication. All languages use a variety of supplementary materials including music, music videos, film, literature, news articles and visual art. Our goal is to give students the skills to go out into the community, both locally and globally, and participate proficiently using their target language of study.

All Sage Hill students must be enrolled in a language course for three years and must complete level III of one language. A student who completes level III of any language in the freshman or sophomore year may choose to continue through to an advanced class, or begin another language.

#### COURSE OFFERINGS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>5111</td>
<td>Chinese I</td>
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<tr>
<td>5112</td>
<td>Chinese II</td>
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<tr>
<td>5113</td>
<td>Chinese III</td>
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<tr>
<td>51140</td>
<td>Accelerated Chinese IV: Contemporary Society</td>
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<tr>
<td>5121</td>
<td>French I</td>
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<tr>
<td>5122</td>
<td>French II</td>
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<tr>
<td>5123</td>
<td>French III</td>
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<tr>
<td>51240</td>
<td>Accelerated French IV: Literature and Film</td>
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<td>5141</td>
<td>Latin I</td>
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<td>5142</td>
<td>Latin II</td>
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<td>Latin III</td>
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<tr>
<td>51450</td>
<td>Accelerated Latin IV: Catullus</td>
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<tr>
<td>5151</td>
<td>Spanish I</td>
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<tr>
<td>5152</td>
<td>Spanish II</td>
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<tr>
<td>5153</td>
<td>Spanish III</td>
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<tr>
<td>51540</td>
<td>Accelerated Spanish III</td>
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<td>51550</td>
<td>Spanish IV</td>
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<tr>
<td>51560</td>
<td>Advanced Topics in Spanish</td>
</tr>
<tr>
<td>51570</td>
<td>AP Spanish Language and Culture (*)</td>
</tr>
</tbody>
</table>

Courses that appear in **bold** are awarded an additional 1.0 to the Sage Hill grade point equivalent.

(*) All students enrolled in an AP class are required to take the accompanying AP exam.

#### COURSE ROADMAP

**CHINESE/FRENCH/LATIN**

<table>
<thead>
<tr>
<th>Level I</th>
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<td>SPANISH</td>
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<tr>
<td>LEVEL II</td>
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<td>LEVEL III</td>
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**SPANISH**

<table>
<thead>
<tr>
<th>Level I</th>
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<td>SPANISH</td>
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**Chinese I** 5111
Chinese I is an introductory course designed for learners without prior knowledge of the Chinese language. Students are introduced to the fundamentals of Standard Mandarin, known as “pu tong hua” in China, or “han yu” in academia, and they develop basic listening, speaking, reading and writing abilities in Mandarin Chinese. Chinese I also introduces students to the culture of China, as they learn about the customs, traditions, and life of modern Chinese.

**Recommended Preparation:** Recommendation of the World Languages Department and successful completion of Chinese I or equivalent.

**Chinese II** 5112
Chinese II builds on a fundamental knowledge of Chinese language and culture. In addition to helping students consolidate their knowledge of Chinese, this course focuses on oral proficiency and expanding vocabulary. Students speak Chinese in every class, refining the tones and pronunciation of Mandarin Chinese, and they continue to explore the art, traditions, and culture of China.

**Chinese III** 5113
Chinese III is designed to allow students to deepen their knowledge of the Chinese language and culture and to read both classical and modern Chinese literature. The course emphasizes effective, confident communication in speaking and reading. Students speak Chinese in every class, and apply their language skills to projects such as performing plays, making videos, and celebrating major cultural events.

**Recommended Preparation:** Recommendation of the World Languages Department and successful completion of Chinese II or equivalent.
Accelerated Chinese IV: 51140
Contemporary Society

Accelerated Chinese IV is a course for advanced students interested in continuing to build their language skills and in learning more about Chinese culture. Students will do a thorough review of elementary grammar and vocabulary, practice appropriate use of idiomatic expressions, and further develop proficiency in reading contemporary Chinese texts, as well as composing essays at the intermediate level. Themes will rotate to include folk arts, history, film, music, and literature. Further development of oral expression will be emphasized. This course is conducted almost entirely in Chinese. This course may be repeated for credit to include the alternate theme.

Recommended Preparation: Recommendation of the World Languages Department and successful completion of Chinese III with emphasis on mastery of reading, writing and oral communication at the intermediate level.

French I 5121

French I introduces students to the language and culture of the Francophone world. The course emphasizes effective, confident communication. Students sustain simple conversations in the present tense on covered topics, understand the same material when spoken by a native speaker, read simple passages from authentic materials, and write descriptions of people and activities. They learn a fundamental knowledge of the geography of France, and of the culture of France and other French-speaking countries. Students speak French in every class, take regular written and oral examinations, conduct research on aspects of French culture, and perform short skits.

French II 5122

French II builds on a fundamental knowledge of the French language and the cultures of French-speaking world. The course continues to emphasize effective, confident communication. Students sustain simple conversations on topics in present, past, and future tenses, understand the same material when spoken by a native speaker, read more difficult passages from authentic materials, and write with correct grammar and spelling. They expand their knowledge of the culture of France and other French-speaking countries. Students speak French in every class, take regular written and oral examinations, conduct research on aspects of French culture, and perform short skits. In addition to the text and workbook, supplemental materials including music, film, and a short novel are studied.

Recommended Preparation: Recommendation of the World Languages Department and successful completion of French I or equivalent.

French III 5123

In this course, students review and strengthen their knowledge of the French language, which will be presented within the context of the contemporary Francophone world and its culture. All language skills are equally emphasized and regularly assessed so that students demonstrate their acquisition of new grammatical structures and vocabulary in compositions and presentations. Computer technology and diverse audio material complement the course to further help students attain an advanced-intermediate speaking, listening and reading proficiency.

Recommended Preparation: Recommendation of the World Languages Department and successful completion of French II or equivalent.

Accelerated French IV: 51240
Literature and Film

Accelerated French IV continues to heighten the student's listening and speaking proficiency. This course includes conversation practice, vocabulary acquisition, grammar exercises, and essay writing in the context of cultural themes. Students explore works of literature, films, and current events to develop their critical thinking skills and understand the cultural and social contexts of the French-speaking world. In addition, there is increased emphasis on advanced-level reading and writing. The intensive study of grammar continues, adding idiomatic expressions, as well as more complex sentence structures. Students create and communicate in French and the course will be conducted almost entirely in the target language. This course will rotate themes of film, culture, literature, and history. This course may be repeated for credit to include the alternate theme.

Recommended Preparation: Recommendation of the World Languages Department and successful completion of French III with emphasis on mastery of reading, writing and oral communication at the intermediate level.

Latin II 5142

Latin II continues the study of language, culture, history, and mythology begun in Latin I. Students will read sample texts by authors such as Catullus, Caesar, Ovid, and Cicero. Students are also expected to be proficient in all noun, pronoun and adjective declensions, noun and pronoun syntax, all regular conjugations, some irregular conjugations, and other verb moods. Students review the forms and functions of adjectives, adverbs, prepositions, and adverbial dependent clauses, and also learn relative clauses and participle phrases.

Recommended Preparation: Recommendation of the World Languages Department and successful completion of Latin I or equivalent.

Latin III 5143

The ultimate goal of Latin III is the study of Latin literature. Students will pronounce, translate, comprehend and analyze authentic Latin texts with facility and depth. A base knowledge of 1,400 vocabulary words (cumulatively from Latin I, II and III) is at the heart of this process. Students of Latin III gain a strong knowledge of verb mood and will also acquire a knowledge of Latin nouns and pronouns that will allow them to recognize and translate idiomatic Latin into colloquial English. Students learn about meter and style, including figures of speech, and will read passages of Catullus, Ovid, and Vergil. Upon completion of Latin III, students will be prepared for the language and literature of Accelerated Latin IV.

Recommended Preparation: Recommendation of the World Languages Department and successful completion of Latin II or equivalent.

Accelerated Latin IV: 51450
Catullus

The Accelerated Latin IV course immerses advanced Latin students into the world of great Latin authors, including Ovid, Cicero, and Horace. In particular, the course focuses specifically on the life and poems of Catullus. The course challenges students beyond the spectrum of conjugating verbs and memorizing vocabulary, so that they might translate, interpret, and analyze some of the most notable prose and poetry of the classical western canon. Students are also expected to develop ability in writing Latin—both in prose and poetry. This course may be repeated for credit to include the alternate theme.

Recommended Preparation: Recommendation of the World Languages Department and successful completion of Latin III or equivalent.

Latin I 5141

The first year of Latin immerses students into a living language experience, where speaking, reading, writing, and translating all play a part. Reading and translating are emphasized by following the format of the Cambridge Latin Course. Students are expected to master four noun declensions, the first four conjugations, and the imperative and infinitive verb moods. Students also learn the basic forms and function of adjectives, adverbs, prepositions, and adverbial dependent clauses. Latin I exposes the students to culture, history, and mythology, as well as to classical influences on western society and language.
Spanish I 5151
Spanish I introduces students to the language and cultures of Spanish-speaking countries. Students learn to converse in the present tense, obtain a broad basic vocabulary, and become familiar with some fundamental components of Hispanic culture. Students speak Spanish in every class, take regular written and oral examinations, conduct research on Spanish-speaking communities, and engage in language development by performing skits and role plays. Evaluation is based on exams, class participation, homework and frequent short quizzes. In addition to the textbook, the course uses many authentic resources.

Recommended Preparation: Recommendation of the World Languages Department and successful completion of Spanish I or equivalent.

Spanish II 5152
Spanish II builds on a fundamental knowledge of the Spanish language and the cultures of Spanish-speaking countries. The course emphasizes effective, confident communication. Students converse, read, and write in the simple present, past, and future tenses, and they gain increased familiarity with the cultures and histories of the Spanish-speaking world. Students speak Spanish in every class, take regular written and oral examinations, and present cultural projects. In addition to the textbook, the course uses many authentic resources.

Recommended Preparation: Recommendation of the World Languages Department and successful completion of Spanish I or equivalent.

Spanish III 5153
Spanish III students work to expand their language proficiency through practice with both instructional resources and authentic materials. Students converse and write in the present, past, and future tenses with increasing accuracy and they are introduced to complex language using the subjunctive and perfect tenses. Through all activities, students focus on building their vocabulary and richness of expression. They speak Spanish in every class, participate in frequent written and oral activities, take regular written and oral assessments, and navigate authentic materials. Cultural competency is at the center of all instruction and students will research and present on a many topics related to the thematic units of study.

Recommended Preparation: Recommendation of the department and successful completion of Spanish II.

Accelerated Spanish III 51540
Accelerated Spanish III is a course designed for highly motivated students who have shown a facility for acquiring structures and vocabulary. The course works towards accuracy of basic written and oral communication. Students speak Spanish in every class, give frequent oral presentations, read short works of fiction and non-fiction, and write brief essays inspired by their reading. In addition to the textbook, students use supplemental materials that introduces them to authentic language in the form of short stories. Students are evaluated in all language skills—listening, speaking, reading, and writing—through written and oral examinations and projects.

This course is open to sophomores, juniors and seniors.

Recommended Preparation: An A in both semesters of Spanish II.

Spanish IV 51550
The Spanish IV curriculum refines and enhances reading, writing, speaking and listening skills, broadens students' understanding of the cultures of the Spanish-speaking world, and fosters interest in continuing the study of Spanish at a more advanced level. The textbook is structured around thematic chapters and presents each theme via a Spanish sitcom. Each chapter teaches students strategies for approaching written texts as well as for developing oral and written presentations. Newspaper and magazine articles are read regularly to encourage students to read for comprehension and pleasure.

This course is open to sophomores, juniors and seniors.

Recommended Preparation: Recommendation of the World Languages Department and successful completion of Spanish III with emphasis on mastery of reading, writing, and oral communication at the intermediate level.

Advanced Topics in Spanish 51560
This advanced language course aims to further develop a student's proficiency skills using feature length films, short literary readings, and other authentic resources from Spain and Latin America. The curriculum is structured around contemporary themes and essential questions that will encourage students to explore the cultures, histories and perspectives of the Hispanic world and make connections to their own culture. Through discussions and activities, they will develop deeper cultural competency and critical thinking skills. They will write in a variety of rhetorical styles, broaden their breadth of expression and their ability to speak both formally and informally. Students will build confidence to use Spanish for both challenging academic work and personal enrichment. This course demands the critical reading, writing and thinking skills of English III or above and other junior/senior level courses in the History and Social Sciences department.

This course is open to juniors and seniors only.

Recommended Preparation: Recommendation of the World Languages Department and successful completion of Spanish IV or equivalent.

AP Spanish Language and Culture 51570
AP Spanish Language and Culture emphasizes the use of Spanish for active communication and participation in research and discussion on a variety of contemporary topics. Students work to develop a rich vocabulary, distinguishing formal and informal language and the ability to use each in appropriate contexts. Students also strengthen their ability to express themselves with increased fluency and accuracy in written Spanish. The content material serves to increase a student's knowledge and familiarity of the cultures of the Hispanic world. Students must be independent learners, able to go beyond the surface and show outstanding critical thinking and analytical skills. The course content is based on six broad themes for each, students will demonstrate their content knowledge through writing, speaking, reading and listening activities. This course is conducted entirely in Spanish.

Recommended Preparation: Recommendation of the World Languages Department and successful completion of Accelerated Spanish III or Spanish IV.
## ARTS GRADUATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>9th</td>
<td>Arts Survey</td>
<td>The Arts Survey begins an artistic, collaborative journey that serves to enhance students' learning throughout their time at Sage Hill and beyond. The first semester of this year-long course provides ninth grade students the opportunity to experience a wide variety of performing and visual arts disciplines, and to engage in active learning with each member of the Arts faculty. In the second semester, students work with their teachers to select one area to explore in depth. By the end of the year, students develop the ability to communicate their artistic points of view, both individually and collectively, within a supportive and encouraging environment.</td>
</tr>
<tr>
<td>10th</td>
<td>Arts course</td>
<td>This course is an intermediate class for the student who has completed Dance I or an equivalent course. Students continue learning Ballet, Modern, Jazz, Musical Theater, and Hip Hop technique through the intermediate level, and they expand their working vocabulary of movement to progress into improvisational work and choreography. Students continue to study dance anatomy and examine dance in historical and cultural contexts. They also respond critically in written form to live performances throughout the year. This course requires the approval of the Arts Department following an audition.</td>
</tr>
<tr>
<td>11th</td>
<td>Arts course</td>
<td>Dance II is an advanced class for the student who has completed Dance I or its equivalent. Students continue learning Ballet, Modern, Jazz, Musical Theater, and Hip Hop dance styles are introduced and practiced. In addition to technique classes, students study dance anatomy, examine dance in historical and cultural contexts, and cultivate an appreciation for dance as a significant art form. Didactic study, written work, discussions, student performances, and attendance at professional dance performances are required to enhance the student's dance experience. This course requires the approval of the Arts Department following an audition.</td>
</tr>
<tr>
<td>12th</td>
<td>Arts course</td>
<td>Dance III is an advanced class for the student who has completed Dance II or its equivalent. Students continue to study dance anatomy and kinesiology, further examine dance in historical and cultural contexts and respond critically in written form to live performances throughout the year. Student work culminates in a final performance in the spring. This course requires the approval of the Arts Department following an audition.</td>
</tr>
</tbody>
</table>

## ARTS CURRICULUM OVERVIEW

The arts are the very foundation for a full and creative life, equipping us to transcend cultural boundaries and to make unorthodox connections. At Sage Hill, our vital arts program, housed in our state-of-the-art Studio, celebrates the natural artist in each of our students and serves as a gateway to discovery and a catalyst for learning.

The Sage Hill Arts curriculum—which offers programs in theater, dance, choral and instrumental music, and visual arts—stretches students to explore new worlds, to develop aesthetic sensibilities in everyday life, and to balance discipline and technique with personal expression. The school requires two full years of coursework in the arts. In their first semester, our ninth grade students are introduced to a variety of disciplines through our Arts Survey rotations. In the second semester they concentrate on one particular area of study. As students continue their arts exploration, the department provides beginning through college-equivalent courses to challenge students of all skill levels. In addition, the Arts Department offers a few performance-based ensembles and productions that meet outside the academic day, that afford students more opportunities to practice, perform, and exhibit their art.

### COURSE OFFERINGS

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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tr>
<td>7105</td>
<td>Arts Survey (9th grade)</td>
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<tr>
<td>7110</td>
<td>Dance I</td>
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<tr>
<td>7111</td>
<td>Dance II</td>
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<td>7112</td>
<td>Dance III</td>
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<td>Dance IV</td>
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<td>Dance Ensemble</td>
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<tr>
<td>7120</td>
<td>Theater I: Performance &amp; Design</td>
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<td>7121</td>
<td>Theater II: Acting Styles</td>
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<td>7138</td>
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<td>Treble Choir</td>
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<td>7167</td>
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</tbody>
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Courses that appear in **bold** are awarded an additional 1.0 to the Sage Hill grade point equivalent.

(*) All students enrolled in an AP class are required to take the accompanying AP exam.
This multi-form technique class focuses on expanding movement possibilities, developing movement efficiency, and training dancers to be artful technicians and inventors of movement. Students practice challenging material with enough repetition to inhabit the movement with confidence while making individual choices about dynamics, phrasing, and performance. While the class focuses on Modern dance, guest instructors who specialize in other forms, including Ballet, Hip-Hop, and Bollywood, teach throughout the year, and students perform in a variety of contexts.

This course requires the approval of the Arts Department following an audition.

Synergy (Dance Ensemble) targets students who want to broaden their technique, creative work, and performance experience. Students practice and perform repertory pieces and new works prepared under the direction of faculty, guest artists, and selected students. Students also create works of their own after extensive study in choreography skills, partnering, improvisation, and individual movement. Interdisciplinary work involving video, live music, and the visual arts is explored and practiced. Synergy students create and produce quality dance pieces that can be used for admission into UC and CSU dance programs.

This course requires the approval of the Arts Department following an audition.

Theater I: Acting Styles 7121

Theater II is an intermediate course where students develop a more comprehensive process for approaching a role and gain a deeper understanding of the various components of theatrical production. The performance component of the class is comprised of exercises, games and monologue and scene work that develop specific skills, and the writing component includes informal peer critiques, self-evaluations, formal reviews of productions and a research paper. Students also learn more advanced acting skills such as stage combat and the use of dialects as well as how to approach different styles of acting such as Shakespearean drama or comedy of manners.

This course requires the approval of the Arts Department following an audition.

The major emphasis of Fundamentals of Art I is to provide a foundation of visual arts concepts. Students create original works of art by exploring a variety of drawing and painting materials and techniques, as well as various materials to create three-dimensional art forms. Students are introduced to the vocabulary as well as the historical and cultural aspects of the visual arts. Technology is introduced as a medium in the visual arts, and students learn about careers in drawing, painting, and design. Students create portfolios that will be assessed and exhibited.

Recommended Preparation: Recommendation of the Arts Department.

Digital Art II 7133

Digital Art II is a year-long course designed to be a continuation of Digital Art I. This course encourages students to utilize their formal and conceptual skills in the creation of complex two-dimensional and time-based, interactive works. Digital Art II students also use video production software for multiple video projects. Students continue to build upon their use and understanding of all five components of the Visual Arts Framework introduced in Arts Survey and Digital Art I.

Theater Ensemble 7129

Theater Ensemble is an advanced course in theater for motivated, self-directed students with a significant interest in the subject. Units of study include comedy improvisation, playwriting, directing, design, scene study, musical theater, auditioning and participation in at least one production. This course is comprised of various exercises, performances and written assignments. Members of the Theater Ensemble are selected by audition each spring.

This course requires the approval of the Arts Department following an audition.

In Fundamentals of Art II, students continue to develop drawing and painting skills introduced in Fundamentals of Art I. Students increase aesthetic awareness through the use of the visual arts language and concepts (elements and principles) with an emphasis on direct observation. Students explore self-expression through the development of organizational skills using a wider variety of drawing and painting media. Reading and writing assignments continue to be included in course work with an emphasis on critiques and research. The development of an Advanced Placement Portfolio is an option for students who plan to pursue a more rigorous path.

Recommended Preparation: Recommendation of the Arts Department.

Digital Art I 7132

Digital Art I is a year-long introduction to the computer as a vital and creative tool for making art. The course balances the use of powerful graphics software grounded in the principles of form and design with traditional drawing techniques. Contemporary art practices and a variety of cultural and historical perspectives on representation form the theoretical backbone of the course. In addition to computers, students work with traditional art materials as well as other contemporary media devices. Students create original artworks using combinations of all of these resources, and they apply learned vocabulary to their artwork and the work of other artists. This course also introduces students to various careers based in the visual arts.

Recommended Preparation: Successful completion of Digital Art I and recommendation of the Arts Department.
Art Lab 7137
Art Lab is a studio art class for students who are committed to developing their skills in visual art. The course is designed to let students experience the natural progression of building a body of artwork. Students focus on creativity, problem solving, time management, introspection, research, and critique in their work. The course also emphasizes the development of conceptual approaches to making art. Formal and informal critiques are a continuous and invaluable component of the Art Lab experience. Students work in their sketchbooks religiously and learn that this tool will also become their confidant and vehicle for their artistic journey.

Recommended Preparation: Successful completion of Fundamentals of Art I or Digital Art II and recommendation of the Arts Department.

AP Studio Art 7138
This advanced class enables highly motivated students to do college-level work. Students are asked to submit a portfolio of work for evaluation at the end of the school year. Most AP Studio Art students prepare their portfolios through organized AP instruction. It is recommended that students who are interested in preparing an Advanced Placement portfolio begin at least two years prior to submission. AP work involves significantly more commitment and accomplishment than the typical high school course, and students will need to work well beyond scheduled class periods. Students will also maintain a sketchbook or a journal and complete museum studies and portfolio-development workshops.

Recommended Preparation: Successful completion of Fundamentals of Art I and II or Digital Art I and II and recommendation of the Arts Department.

Treble Choir 71510
This all-female ensemble is open to girls with an interest in building their skills in choral singing. Members study and perform a cappella as well as accompanied repertoire drawn from all cultures and periods of musical history. These singers continue to develop healthy vocal technique and acquire more advanced skills in music theory, sight-reading, and ensemble singing.

This course requires the approval of the Arts Department following an audition.

Concert Choir 71520
Concert Choir is an ensemble of mixed voices who study and perform both a cappella and accompanied repertoire drawn from all cultures and periods of musical history. Members of the Concert Choir learn to develop healthy vocal technique and acquire skills in music theory, sight-reading, and ensemble singing. In addition to two Sage Hill concerts per year, the Concert Choir participates in commencement exercises yearly.

This course requires the approval of the Arts Department following an audition.

Sage Hill Singers 7158
This is an advanced mixed chamber ensemble of singers who specialize in Renaissance madrigals and motets, vocal jazz, and contemporary a cappella music. Those who wish to audition will be asked to sight read, demonstrate ability to produce a healthy, free tone, execute musical phrases with finesse and musicality and exhibit advanced skills in tonal memory. In addition to these qualifications, the instructor will select ensemble members based upon a desired balance and blend.

This course requires the approval of the Arts Department following an audition.

Strings Ensemble 7167
A musical ensemble comprised of string instruments, including violin, viola, cello, and double bass. Participants will rehearse and perform a variety of intermediate to advanced level music from the orchestral tradition, as well as contemporary and chamber music repertoire. This course will include additional study of instrumental technique, music theory, and music history to enhance the students’ musical development, comprehension, and performance capabilities.

This course requires the approval of the Arts Department following an audition.

Winds Ensemble 7168
A musical ensemble comprised of all wind, brass, piano, and percussion instruments. Participants will rehearse and perform a variety of intermediate to advanced level music from the wind ensemble tradition, as well as contemporary and chamber music repertoire. This course will include additional study of instrumental technique, music theory, and music history to enhance the students’ musical development, comprehension, and performance capabilities.

This course requires the approval of the Arts Department following an audition.

Guitar Ensemble 7169
A musical ensemble comprised of classical (acoustic) guitars. Participants will rehearse and perform diverse examples of music from the guitar tradition, as well as more contemporary repertoire. This course will include additional study of guitar technique, improvisation, music theory, TAB, and music history to enhance the students’ musical development, comprehension, and performance capabilities.

This course requires the approval of the Arts Department following an audition.

AP Music Theory 7166
The AP Music Theory course is designed for serious students of music. The primary goal of the AP Music Theory course is to develop a student’s ability to recognize, understand, and describe the basic materials and processes of music that are presented in a score. Additionally, students will be required to use this knowledge in a creative way through composition and improvisation exercises and projects. The AP Music Theory class is designed not only to prepare the students to perform successfully on the AP Exam, but also to engage and inspire their love of music with the goal of becoming passionate musical artists.

This course is open to sophomores, juniors and seniors who have met with the Instrumental Music Instructor and/or the Arts Department Chair for approval.

Recommended Preparation: The completion of a year of participation in a Sage Hill music ensemble or the equivalent.

Ceramics 7173
Ceramics is an upper division lab and lecture course in which the student explores clay as a creative material. Students study clay and the art of ceramics as they gain knowledge of the elements and principles of art. Students also demonstrate the skills and processes of creating art using the medium of clay by researching the historical and cultural contributions ceramics have made throughout history, analyzing and making aesthetic judgments about her/his own artworks, the artworks of peers and the world around them. Ultimately, students apply what they learn about clay and ceramics to exhibitions, other subject areas, careers in the field of ceramics, and the safe use of materials and equipment in the lab.

Recommended Preparation: Recommendation of the Arts Department.
PHYSICAL HEALTH AND WELLNESS

GRADUATION REQUIREMENTS
3 years or 9 sports seasons (9th and 10th grades mandatory)

9th
Physical Health course or Athletics

10th
Physical Health course or Athletics

11th
Physical Health course or Athletics

12th
Physical Health course or Athletics

PHYSICAL HEALTH OVERVIEW

The overall mission of the Physical Health Department is to teach our students lifelong health habits and to inspire students to be active to improve their overall fitness and wellness. Students learn technique in different types of workouts, create personal goals and practice sportsmanship and camaraderie in team sports. Topics such as nutrition, stress management, and sleep, are all discussed throughout our Physical Health classes. The Physical Health curriculum is complimented by the Wellness Program that provides tools for living a healthy lifestyle.

COURSE OFFERINGS

- 8122 Sage Fit
- 8155 Sage Yoga
- 8177 Sage Strong

Sage Hill School requires three years, or nine sports seasons, of Physical Health. Students will be awarded credit for a maximum of three seasons or one year of Physical Health per year, even if students participate in both Athletics and Physical Health/Dance in one season. In the ninth and tenth grades, all students must enroll in a Physical Health or Dance course. If a student elects to play on a Sage Hill athletic team, they may opt out of Physical Health for that season. An additional year of Physical Health or Dance courses, or three seasons on athletic teams, is required in the eleventh and/or twelfth grades. Physical Health courses receive credit or no credit.

Sage Fit 8122
This class is a combination of high-intensity interval training along with team sports for fun class competition. The class will incorporate and active warm-up with running and dynamic stretching followed by either a high-intensity strength and conditioning circuit or an organized team sport. Also, a portion of the class will include an aerobic water fitness component designed in deep or shallow water that raises the heart rate. The ultimate goal in this class is for students to improve in the following areas: cardiovascular fitness, stamina, strength, flexibility, speed, coordination, agility, and balance.

Sage Strong 8177 (Strength and Conditioning)
This course is geared towards students who have participated or are currently participating in Sage Hill athletics, and it is designed to improve their sport. The class will incorporate traditional weight lifting techniques (squat variations, dead lifts, power cleans, and bench press) and sport-specific movements. The primary goal is for athletes to improve their confidence in sport performance by improving their strength, power, speed, agility, and conditioning, while also decreasing the risk of injury. This course meets three days per week after school.

Sage Yoga 8155
Basic postures and exercises are practiced linking movement with breath. Strength development, improved flexibility, coordination and posture, as well as improved focus and confidence are some of the results students should feel from a yoga practice. Students also practice mindfulness and breath awareness as tools to ease stress and leave class with a more peaceful and focused state of mind.

WELLNESS PROGRAM OVERVIEW

The Wellness program is a component of Physical Health and features series of workshops and online lessons that take place in the ninth and tenth grades. Lessons are planned to help students understand themselves and to be able to monitor their own wellbeing. Mental health, adaptive/coping skills for stress, digital citizenship, substance abuse/chemical dependence and healthy relationships including sexual health, empathy, kindness and cross cultural competency are part of the curriculum. Programming is during a Wellness Wednesday, once a month during a student’s Physical Health, Dance or free block (if participating on an athletics team).
CO-CURRICULAR PROGRAMS

SERVICE LEARNING

Service Learning plays an important role in realizing the School’s commitment to public purpose. Through partnerships within our community, we broaden the learning experience beyond the classroom and create opportunities for our students to serve with compassion and conviction.

The school-wide Service Learning program empowers students to apply their learning in practical contexts and make a positive difference in the community. Students participate in Service Learning during each of their four years at Sage Hill and credit is indicated on their transcript.

SPRING AT SAGE

Spring at Sage is an innovative program that creates a valuable year-end experience for students. Following AP and final exams, Spring at Sage allows students of all grade levels to pursue their passions in an intensive seminar, independent project, or global travel experience that nurtures leadership, creativity, risk-taking, and engagement with the world beyond the classroom. Students share their Spring at Sage experiences with the school community and finish their year recharged and ready to inspire others. Students who complete Spring at Sage are awarded a semester’s credit on their transcript.

SAGE HILL INTERNSHIP PROGRAM (SHIP)

Sage Hill Internship Program (SHIP) offers real-life, hands-on work experience and exposure to potential careers. Top professionals in a variety of fields open their workplaces to our students for summer internships and shadow days. These opportunities help students decide on possible college and career paths, and also to build their resumes for college applications. Past internships have been in the fields of law, engineering, medicine, scientific research, finance, sales and marketing, and much more. Positions are generally unpaid.

To apply for internships, students must first complete the SHIP Level 1 course, which includes four in-person workshops, or the SHIP Level 2 course, for students who have already completed Level 1. Students are then responsible for contacting employers, submitting their own applications, and scheduling interviews. Sage Hill School does not place students in internship positions.

INDEPENDENT STUDY

The Independent Study is an opportunity for junior and senior students to structure a substantial and unique learning experience that exceeds the current curricular offerings within a given academic department at Sage Hill School. Interested students consult with a potential Independent Study Advisor and the appropriate department chair to determine the feasibility of the project idea. Qualified students in good academic standing with an appropriate course load may submit a proposal to the department chairs in the spring for work to be carried out during the following school year. An Independent Study can be on any topic and may involve a wide range of learning activities. Projects must meet certain minimal attributes which are detailed in an Independent Study Form. An Independent Study will take place over one year, and successful completion will receive a grade and one semester credit on the transcript (second semester). Please note, the Independent Study does not meet a Sage Hill School graduation requirement.

SUMMER AT SAGE

Summer at Sage provides extraordinary learning experiences for highly motivated students interested in completing a year’s work and earning a full year’s credit (equivalent to two semester grades) to be included on their transcript in one or more subjects. In order to complete a full year course in five weeks, students are expected to attend class daily and complete regularly assigned homework. Morning classes meet each weekday from 8:00 am until 12:00 pm. Afternoon classes meet each weekday from 12:30 pm until 4:30 pm. A maximum of one Summer at Sage credit course may be taken per student per summer.
### ENGLISH
- 1110 English I: Intro to Literary Genres
- 1120 English II: World Literature
- 1130 English III: American Literature
- 11350 Accelerated English III
- 11440 Influence: A Study in Craft and the Derivation of Style
- 11450 Brave New Worlds: Utopian and Dystopian Futures
- 11470 Call of the Wild: Adventure Literature
- 1150 Storyteller’s Workshop (Sage Connected)
- 11800 AP English Literature & Composition (*)

### HISTORY AND SOCIAL STUDIES
- 2110 Patterns of Civilization
- 2125 Modern World History
- 2130 United States History
- 21430 Current Issues in the Modern World
- 21450 International Relations
- 21700 Principles of Business
- 21720 AP Art History (*)
- 2185 AP World History (*)
- 21810 AP United States History (*)
- 21820 AP American Government (*)
- 21840 AP Psychology (*)
- 31840 AP Economics (*)

### MATHEMATICS
- 3110 Algebra I
- 3120 Geometry
- 3130 Algebra II
- 3131 Accelerated Algebra II
- 3140 Precalculus
- 3141 Accelerated Precalculus
- 3142 Accelerated Trigonometry/Calc AB
- 3150 Calculus
- 3160 Statistics
- 31800 Advanced Topics in Mathematics
- 31810 AP Statistics (*)
- 31820 AP Calculus AB (*)
- 31830 AP Calculus BC (*)
- 31850 Financial Literacy (Sage Connected)
- 31900 Multivariable Calculus
- 61800 AP Computer Science (*)

### SCIENCE
- 4120 Chemistry
- 4125 Accelerated Chemistry
- 4150 Organic Chemistry
- 41300 Biology
- 41350 Accelerated Biology
- 41410 Marine Science
- 41440 Engineering
- 41450 3D Design, Modeling and Fabrication (Sage Connected)
- 41800 AP Chemistry (*)
- 41810 AP Biology (*)
- 41820 AP Physics 1 (*)
- 41825 AP Physics 2 (*)
- 41830 AP Physics C: Electricity and Magnetism (*)
- 41840 AP Environmental Science (*)

### WORLD LANGUAGES
- 5111 Chinese I
- 5112 Chinese II
- 5113 Chinese III
- 51140 Accelerated Chinese IV: Contemporary Society
- 5121 French I
- 5122 French II
- 5123 French III
- 51240 Accelerated French IV: Literature and Film
- 5141 Latin I
- 5142 Latin II
- 5143 Latin III
- 51450 Accelerated Latin IV: Catullus
- 5151 Spanish I
- 5152 Spanish II
- 5153 Spanish III
- 51540 Accelerated Spanish III
- 51550 Spanish IV
- 51560 Advanced Topics in Spanish
- 51570 AP Spanish Language and Culture (*)

### VISUAL AND PERFORMING ARTS
- 7105 Arts Survey
- 7110 Dance I
- 7111 Dance II
- 7112 Dance III
- 7115 Dance IV
- 7119 Dance Ensemble
- 7120 Theater I: Performance & Design
- 7121 Theater II: Acting Styles
- 7129 Theater Ensemble
- 7130 Fundamentals of Art I
- 7131 Fundamentals of Art II
- 7132 Digital Art I
- 7133 Digital Art II
- 7137 Art Lab
- 7138 AP Studio Art (*)
- 71510 Treble Choir
- 71520 Concert Choir
- 7158 Sage Hill Singers
- 7167 Strings Ensemble
- 7168 Winds Ensemble
- 7169 Guitar Ensemble
- 7166 AP Music Theory (*)
- 7173 Ceramics

### PHYSICAL HEALTH AND WELLNESS
- 8122 Sage Fit
- 8155 Sage Yoga
- 8177 Sage Strong

Courses that appear in **bold** are awarded an additional 1.0 to the Sage Hill grade point equivalent.

(*) All students enrolled in an AP class are required to take the accompanying AP exam.

In order to be eligible to apply to the University of California system, students must have completed a year of Geometry either prior to, or at Sage Hill School.
Typical Schedule by Grade Level 2019–2020

The matrix below represents the typical progression of courses for a student. Students have seven blocks in their schedules. In their freshman and sophomore years, one of these blocks must be Physical Health. All students must carry a minimum of five (5) courses from among the various disciplines. It is not unusual to have one or two study blocks in the upper level grades due to the increased rigor of the courses in those years. If an upper level student elects to take a sixth or seventh course, an effort will be made to accommodate the request.

<table>
<thead>
<tr>
<th>Graduation Requirements</th>
<th>4 years</th>
<th>3 consecutive years through U.S. History or AP U.S. History</th>
<th>3 consecutive years and through Algebra II</th>
<th>3 years laboratory science or by department approval</th>
<th>3 years and through level III</th>
<th>2 years</th>
<th>3 years or 9 sport seasons (9th &amp; 10th grades mandatory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>English I</td>
<td>Patterns of Civilization</td>
<td>By placement of Mathematics Department</td>
<td>Chemistry or Accelerated Chemistry</td>
<td>Level I or by placement in Chinese, French, Latin or Spanish</td>
<td>Arts Survey</td>
<td>Physical Health course or Athletics</td>
</tr>
<tr>
<td>10th</td>
<td>English II</td>
<td>Modern World History or AP World History</td>
<td>Next in sequence or by department approval</td>
<td>Biology or Accelerated Biology, AP Chemistry</td>
<td>Next in sequence</td>
<td>Arts course</td>
<td>Physical Health course or Athletics</td>
</tr>
<tr>
<td>11th</td>
<td>English III or Accelerated English III</td>
<td>U.S. History or AP U.S. History</td>
<td>Next in sequence or by department approval</td>
<td>Next in sequence or by department approval</td>
<td>Next in sequence</td>
<td>Arts course</td>
<td>Physical Health course or Athletics</td>
</tr>
<tr>
<td>12th</td>
<td>English IV electives or AP English Literature and Composition</td>
<td>History elective or AP course with departmental review</td>
<td>Next in sequence or by department approval</td>
<td>Next in sequence or by department approval</td>
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