

**PEDDIE SCHOOL
COURSE OF STUDY GUIDE
ACADEMIC YEAR 2011-12**

REQUIRED AND RECOMMENDED COURSE OF STUDY

The Required Course of Study establishes minimum course requirements for Peddie students, allowing students with particular academic interests some flexibility in pursuing those interests. Peddie encourages students to take a broad range of foundational, core courses that will provide both a balanced academic program and vigorous preparation for college. The Recommended Course of Study suggests an academic program most Peddie students follow in practice.

Required Course of Study

ARTS
3 terms (Foundations)
2 terms (Grade 10-12)
*Term = half credit (A full year of Chorus and
Orchestra is one-half credit)
Chorus and Orchestra earn Graduation Credits in Grade 9

ENGLISH
Integrated 9th grade course
9 terms (Grade 10-12)

HISTORY
Integrated 9th grade course
6 terms, including 3 terms of US History (Grade 10-12)

LANGUAGE
Level 2 language

MATHEMATICS
One full-year course beyond Algebra 2 level

SCIENCE
3 terms in Chemistry
3 terms in Biology

COMMUNITY LIFE
3 terms (2 in grade 9; 1 in grade 10)

PHYSICAL ACTIVITIES (TEAM SPORTS/DRAMA/PA)
12 terms

Recommended Course of Study

ARTS
3 terms (Foundations)
2 terms (Grade 10-12)
*Term = half credit (A full year of Chorus
and
Orchestra is one-half credit)
Chorus and Orchestra earn Graduation Credits in Grade 9

ENGLISH
Integrated 9th grade course
9 terms (Grade 10-12)

HISTORY
Integrated 9th grade course
6 terms, including 3 terms US History (Grade 10-12)

LANGUAGE
Level 3 language

MATHEMATICS
One full-year course beyond Algebra 2 level

SCIENCE
One full-year course beyond Chemistry and Biology

COMMUNITY LIFE
3 terms (2 in grade 9; 1 in grade 10)

PHYSICAL ACTIVITIES (TEAM SPORTS/DRAMA/PA)
12 terms

A student must document at least 20 hours of community service (5 hours for PGs and one-year seniors)

SENIOR SPECIFIC REQUIREMENTS FOR GRADUATION

- A senior must take a minimum of 4 full credit courses each term.
- A senior may not fail more than 1 term course during the senior year and may not fail a course during the spring term.
- A senior who fails 2 or 3 term courses during the year or 1 course in the spring term will not receive a diploma at Commencement, but may, with permission of the faculty, receive a diploma upon the successful repetition of failed courses in an approved summer school program.
- A senior who fails 4 or more term courses in the senior year is not eligible for a Peddie diploma.

PG SPECIFIC REQUIREMENTS FOR A PEDDIE DIPLOMA

- PGs must take a minimum of 4 full credit courses each term.
- PGs must take English all three terms and must take one course in the Arts Department, unless otherwise exempted.
- A PG may not fail more than one term course during the PG year.
- A PG who fails a spring term course will not receive a Peddie diploma.

CUM LAUDE DISTINCTION

Peddie does not ordinarily rank students. However, because we were among the first secondary schools to participate in the National Cum Laude Society and because we wish to remain part of that organization, we do rank by percentage in determining cum laude distinction. The national organization requires a percentage ranking. Therefore, students who earn a cumulative average in their junior and senior years that place them in the top 20 percent of the class will be awarded membership in the Cum Laude Society and will be recognized at Baccalaureate and in the graduation program. To earn cum laude distinction, a student must demonstrate both scholarship and strong character. Disciplinary infractions can be cause for not receiving cum laude recognition. Please note that Peddie does not weight grades for any purposes, including cum laude.

ACADEMIC INFORMATION

Peddie's academic year consists of three 10-week terms. Each year, the Head of School's Office mails the following year's academic calendar to Peddie parents in March. A more comprehensive calendar of scheduled holidays and events is mailed in June.

Typically, Peddie students take five full credit courses each term. Students who wish to take more than five and one-half credits in a term must receive permission of the Assistant Head for Teaching and Academic Programs. Please note that Peddie School requires enrollment in physical activities or participation as a member of a school team.

Parents will receive or access on line grade reports twice each term: at the midterm and at the end of term. Midterm grades do not always include narrative comments. However, end-of-term comments include letter grades, narrative comments, attendance reports, and, if applicable, final exam grades.

- A+ exceptional work that is insightful, creative, and elegant, work marked by excellence in achievement, approach, execution
- A clearly excellent work marked by original thinking, clear mastery of process or content, sophistication, and by a rigorous, thorough approach
- A- outstanding work that is enhanced by originality of approach or style, and by particularly successful engagement with topics, issues and skills
- B+ very good work marked by serious and successful engagement with the task, process or topic, by mastery of skills, process and content, and by solidity of achievement
- B strong work marked by positive engagement with the task, process, or topic, by sound skills, content and process
- B- successful work marked by solid engagement but limited by elements of coherence,

completeness or execution

C+ work that is essentially sound in most respects, but hindered by problems of logic, content, procedure, or execution

C acceptable work, but limited by important weaknesses or deficiencies in logic, content, procedure, or execution

C- minimally acceptable work marked by error, flawed logic or style, or ineffective application of skills

D minimally passing work, marked by serious error, inappropriate logic or style, or inadequate application of skills

F failing work marked by grievous error, lack of engagement, insufficient knowledge, or profound confusion

Peddie recognizes High Honors and Honors work at the end of each term. The criteria for each level of achievement is as follows:

High Honors: 3 grades of A- or better, and no grade below B+

Honors: 3 grades of B+ or better, and no grade below B

COURSE SELECTION

Peddie offers its students an exciting and challenging academic program that demands significant out-of-class preparation. In adapting to Peddie's academic rigor, new students often experience a period of adjustment, and they need to be patient and communicate freely and frequently with their teachers and advisor. We encourage parents to contact advisors early and often as their children experience this intellectual, emotional and social transition.

All students in grades 9-10 take five courses. The minimum course load for grade 11 and 12 is four full-credit courses per term; however, most juniors and seniors take five full-credit courses. All students have the option of taking one half-credit course per term. As mentioned above, students who wish to take more than five and one-half credits in a term must receive permission from the Assistant Head for Teaching and Academic Programs.

Advisors work closely with students in selecting courses and in designing a plan of study. In choosing courses, students and advisors consider the intellectual challenge of each course and of the student's overall academic and extracurricular program. Advisors and students also discuss, often with advice from the College Office, the student's college aspirations. Juniors and seniors, in particular, will discuss AP and Honors options with teachers and advisors. AP courses place high expectations and higher demands on time on students. For this reason, students who want to take more than three AP courses at one time must receive permission from the Assistant Head for Teaching and Academic Programs before submitting registration materials. While an Honors or AP course might seem to help in the college admissions process, it is more important that the course be a productive and successful experience for the student.

Honors and AP placements are by departmental recommendation. Contact the subject teacher and/or the department chair for more information about honors and AP placement. Generally, the qualities faculty look for in an AP student include the following: self-motivated and self-disciplined learners, sophisticated thinkers and writers, and curious learners who have a record of high achievement in the relevant academic areas. Please note that AP courses are full-year courses. Students cannot drop an AP course or move into another course, unless initiated by the teacher and department chair, and all students are required to take the AP exam in May.

ACADEMIC COURSE OF STUDY

Pursuant to our School Mission and Philosophy, Peddie recommends study in a variety of academic disciplines. Students exercise increased elective options in the upper grades. Peddie requires of all ninth- and tenth-grade students study in English, history, modern or classical languages, mathematics, and science. In addition, ninth grade students take courses in the fine arts.

In an effort to appropriately place ninth grade students, the Language, Mathematics, and Science Departments evaluate past performance in the subject, teacher recommendations, self-reporting information, and/or, if appropriate, diagnostic tests. In addition, these departments make placement decisions, based on classroom performance, after the beginning of the academic year.

Ninth- and tenth-grade students take a half-credit Community Life course during the academic year. While eleventh- and twelfth-grade students generally continue their studies in the traditional arts and sciences program, these students do make more choices regarding the specifics of that program of study. Please see the individual academic department offerings for details.

COURSE CHANGE POLICY

Students can choose to drop or add a new course within the first five class days of each term. Students cannot, however, change sections of a course without the approval of the department chair and Assistant Head for Teaching and Academic Programs.

Teacher-initiated drops can happen after the first week of classes with the approval of the department chair, but these changes cannot happen after the midterm except in rare instances, generally for health reasons. Occasionally, teachers and department chairs recommend additional schedule changes later in the term, and these changes typically involve the appropriate placement of students.

Students can appeal for a higher or lower placement in a course of study. To do this, he or she contacts the appropriate department chair, who will interview the student and speak with department faculty before making a decision.

ACADEMIC STANDING

All major assignments for a course must be submitted in order for credit to be granted. Work submitted after the due date will be evaluated by the teacher, but may be marked down for lateness according to policies announced at the start of the course. Some departments may establish departmental policy in this regard, while others may leave policies to the discretion of individual teachers. A student who fails two terms of a course will be required to make up that course in an approved summer program. A student who fails one term of a course may be encouraged to strengthen academic skills by attending a summer program

ACADEMIC WARNING

A Peddie student will be placed on Academic Warning if he or she fails to meet the academic standards and expectations of the Peddie School. Consistently low grades—marks below C- —often indicate inadequate mastery of course material, and students earning three grades below C- will be placed on Academic Warning. In addition, teacher comments that reference persistent failure to complete assignments, lack of effort on assignments and in the classroom, inconsistent effort, repeated lateness or absences, and distracting behavior in the classroom can also result in a student being placed on Academic Warning, regardless of the grades.

Students on Academic Warning will be closely monitored during subsequent academic terms. They will receive written comments from each of their teachers at the mid term and end of term. They are encouraged to seek

additional help from their subject teachers, from the Academic Support office, and from their advisors. We ask parents of students placed on Academic Warning to come to the school and meet with the Assistant Head for Academic Programs, the advisor, and the appropriate faculty at the beginning of a new grading cycle, if this is at all possible. The advisor, Assistant Head for Teaching and Academic Programs, Academic Support coordinator, student, and, if recommended, appropriate teachers will discuss what actions—within the limits of Peddie’s philosophy and resources—might provide the discipline, support and structure needed to improve classroom performance.

The Academic Warning ends when a student demonstrates, through written teacher comments and improved marks, that he or she can manage his or her academic program successfully. If he or she fails to demonstrate improvement, then he or she risks being asked to withdraw from the school.

COLLEGE QUESTIONS

Peddie’s College Office meets with parents of sophomores, juniors, and seniors at appropriate times during the academic year, welcomes questions regarding the college process, and works closely with juniors and seniors, providing for our students a remarkable degree of individual attention. Together with the academic departments, parents and students, the College Office helps determine the best testing profile for individual students. The Office communicates information about testing and the college process as the students advance through the curriculum and as they make decisions about their curricular and extracurricular programs.

CITIZENSHIP

Peddie feels that it is important that all students are exposed to a “life’s curriculum” outside the classroom. The curricula that follow help students consider the issues and actions involved in becoming better citizens, not just of the Peddie community, but also of the communities in which they live and will live in the future.

PERSONAL GROWTH

SCHOOL PREFECTS

Prefects are student leaders who serve as role models and promote what is good and right. They work with students, faculty and administration to make Peddie a place where all feel comfortable and welcome. Prefects befriend, guide and inform students. A special interest is placed on working with new students of all ages. Prefects attend training and orientation sessions during the spring when they are first selected and in late summer before the beginning of the school year. Prefects are also required to attend weekly training and information meetings throughout the school year. Both types of meetings allow students to learn and talk about issues and concerns that are important to their lives both here at Peddie and the outside world.

ACTIVITIES

Each student is required to participate significantly in an extracurricular activity during one of the three terms each year. Credit can be earned through participation on athletic teams, in music and drama groups, or in school publications and clubs. Criteria for credit are determined by each activity’s faculty advisor. We believe very strongly that participation in activities is an integral part of each student’s education at Peddie.

SERVICE TO THE COMMUNITY

THE WORK PROGRAM

The Peddie School Work Program aims to develop a keener sense of responsibility in the Peddie community. By fostering the philosophy that the welfare of the whole depends on the contributions of the individual, the program strives to broaden each student’s educational experience and create a more unified and involved school community. Each Peddie student is required to contribute energy and time to the Work Program, in a job assigned by the director of the program. Every student is assigned to a job for one term each academic year. The jobs

students perform are varied. Students work as assistants and messengers in campus offices, others monitor the Mariboe Art Gallery or work in the library, while others help in the kitchen or set tables for Family Style dinner.

SERVICE TO THOSE IN NEED BEYOND THE SCHOOL COMMUNITY

COMMUNITY SERVICE

The Community Service Program is an organization dedicated to serving the surrounding community. Involved students visit the elderly, help with food and clothing drives, tutor area school children and help out local charities as needed. The aims of the Community Service Program are to promote personal growth and to interact with the community by involving students in the lives of others less fortunate than they. All students are required to participate in approved Community Service Programs for 20 hours during their stay at Peddie (five hours for PGs and one-year seniors).

ARTS DEPARTMENT

An education in the arts plays a vital role in the development of our students and community. We provide students with a working knowledge of the cultural landscape they inhabit, expanding their sense of possibilities. We introduce students to relevant works of past and present artists in the classroom, on the stage and in the gallery as well as off-campus in professional museums and performance venues. In both curricular and co-curricular offerings we encourage students to find their own creative voice. Celebrating each individual's unique perspective while requiring students to be accountable for their work in public exhibitions and performances, we value the creative process and its product.

NOTE: All students entering Peddie in the ninth grade must take the Foundations Course in all three disciplines (Music, Theater, Visual Arts) and may choose to enroll simultaneously in another arts elective (i.e. Chorus). Students entering after the ninth grade are exempt from taking Foundations.

MUSIC

MUSIC FOUNDATIONS

One Term: Fall, Winter or Spring

Half Credit

Required for all students in Grade 9

Focusing on the development of perceptual and technical skills, this course gives students a basic knowledge of music and its role in our lives. Through exposure to a variety of musical styles, students learn about elements of music, develop a working music vocabulary and learn to read music. In addition to listening to and analyzing music, students compose and perform original compositions with their classmates, laying the groundwork for further study.

[To learn more about a special collaboration between Music and Theater Foundations – the Freshman Musical – please see the description listed under Theater Foundations.]

MUSIC THEORY I Grades 9-12

One Term: Fall

Half Credit

This course covers analytical and compositional techniques that are valuable to performers, listeners and creators of music. Included are the following topics: rhythm, pitch, keyboard, intervals, major scales, key signatures, and the circle of fifths. Students also begin to develop their aural skills through sight-singing and melodic dictation.

MUSIC THEORY II Grades 9-12

One Term: Winter

Half Credit

Prerequisite: Music Theory I

Delving further into techniques of musical analysis and composition, the course covers such topics as triads, minor keys and scales, and modes. Compositional studies focus on two-part melody writing. There is a continued emphasis on the development of aural skills through sight-singing and melodic dictation. This course lays the groundwork for the AP Music Theory course.

AP MUSIC THEORY Grades 11-12

Full Year

Full Credit

Prerequisite: Music Theory II, and permission of the department

This course is for experienced music students who want to develop their creative skills while preparing to take the AP Music exam. Topics include figured-bass realization, four-part voice leading, form and analysis. The course emphasizes the mastery of aural skills, including rhythmic, melodic and harmonic dictation, as well as sight-singing.

All students are required to take the AP Music Theory exam in May.

PERFORMANCE CLASS Grades 9-12

One Term: Spring

Half Credit

Designed in a workshop format, this course is for students who would like to improve their performance skills in both solo and small ensemble settings. The course examines music written for each student's instrument (including voice), and provides a supportive environment for performing. Students gain a better understanding of musical styles and genres and of the art of performance.

MUSICAL THEATRE - HISTORY AND PERFORMANCE

One Term: spring

Half Credit

Prerequisites: previous or concurrent enrollment in Chorus, Orchestra, or Music Theory (any level) or permission of the instructor. Preference given to singers and pianists.

An introductory survey of the development of one of our country's most beloved art forms, this course will take a chronological journey through several of the most important genres, works, and figures in American musical theatre over the last century. It will be interdisciplinary in nature, combining research and critical analysis (based on reading, listening, and viewing film) with performance practice (the preparation and rehearsal of several selections). Final projects will include an essay or presentation and a class recital.

CHORUS Grades 9-12

Full Year – Meets twice weekly

Half Credit for Full Year

This course is for students who would like to sing in a large ensemble. Students learn to develop their individual singing technique, music-reading proficiency and ensemble skills. The course covers a variety of musical styles, with voices divided into soprano, alto, tenor and bass. The Chorus gives three major performances each year.

ORCHESTRA Grades 9-12

Full Year – Meets twice weekly

Half Credit for Full Year

Divided into Concert Band and String Orchestra, this course is for players of all instruments. Students work to develop their individual instrumental skills as well as their ensemble skills. The Orchestra gives three major performances each year

ADDITIONAL OPPORTUNITIES FOR PERFORMANCE AND STUDY (Not for Credit)

Students enrolled in Chorus are eligible to audition for one of Peddie's three smaller singing groups.

acafellas, an all-male ensemble.

TREBLEMAKERS, an all-female ensemble.

PEDDIE SINGERS, a mixed group.

Instrumentalists enrolled in Orchestra may audition for:

THE PULSE, a jazz ensemble that performs standard jazz, contemporary jazz and popular music.

CHAMBER ORCHESTRA, a small ensemble that performs challenging standard orchestral repertoire.

GUITAR ENSEMBLE, a guitar, bass, and drum ensemble that performs classic and contemporary Rock 'n Roll and popular music.

PERCUSSION ENSEMBLE, an ensemble for anything you shake, scrape, or strike (including trash cans).

PRIVATE LESSONS

Private lessons are available in piano, voice, organ, guitar and all string, woodwind, brass and percussion instruments. There is an additional fee for private instruction.

THEATER

THEATER FOUNDATIONS

One Term: Fall, Winter and Spring

Half Credit

Required for all students in Grade 9

An introduction to the dramatic arts, the course includes improvisation, theater games, American-style "method acting" and formal scene study. Students analyze text and performances and they explore playwrighting and public speaking. During the fall term only, one section of Theater Foundations will collaborate with one section of Music Foundations to rehearse and perform a junior version of a popular musical for the Peddie community. This course is designed to provide an additional performance opportunity for our younger students interested in musical theater while developing their skills and enhancing their confidence. Past shows include *Seussical* and *Alladin*. This course will fulfill either the music or theater portion of the 9th grade full year Arts requirement. Incoming freshman who would like to participate will indicate their interest in response to the summer electronic mailing. (Please note that unlike other drama productions which are extracurricular, all rehearsals for the Freshman Musical will happen during the regularly scheduled class period.)

ACTING WORKSHOP I

One Term: Fall (students are encouraged to continue with Acting Workshop II in the winter)

Half Credit

This introductory class builds on the skills learned in Drama Foundations but is open to any student who would like to learn more about acting on the modern stage. Students explore how to prepare a role, to create a character and to analyze dramatic text. Classes will include improvisational games, acting exercises and journal work and will culminate in the performance of scenes taken from contemporary dramatic literature. Our sources will be the techniques and teachings of Constantine Stanislavski, Viola Spolin and Uta Hagen to name a few. Attendance at a specified school and/or professional performance required

ACTING WORKSHOP II

One Term: Winter

Half Credit

No pre-requisite, but Acting Workshop I is strongly suggested.

Using the body to communicate is a fundamental element of the actor's process. Unlike a traditional scene study

class, this course investigates acting styles that employ a variety of physical approaches, helping students develop a new dimension to their craft. They will become more physically expressive, accessing a connection between the body, voice, emotion and intellect. Areas of study may include styles of dance, improvisation, Viewpoints, Alexander Technique and clowning to name a few. Attendance at a specified school and/or professional performance required.

COMEDY IMPROVISATION

One Term: Spring

Half Credit

This course introduces students to the fundamentals of comedy improvisation. Throughout the term, students practice the art of spontaneity, listening, following impulses, risk-taking, giving and receiving, building confidence and comfort on stage. This class is heavily weighted towards participation and engagement, and the majority of the work occurs during class hours. Students are evaluated based on their personal progress, but attendance and active participation are universal markers. No previous experience required.

SPEECH AND DEBATE Grades 10-12

One Term: Fall or Winter

Half Credit

This course focuses on public speaking with an emphasis on research and persuasion techniques, as well as vocal projection and body language. Students are introduced to a variety of debate styles. Parliamentary procedure is introduced in learning how to debate both sides of a topic, and examples of great public speakers throughout history are studied. Students leave the course with greater confidence in their ability to speak publicly.

PLAYING SHAKESPEARE

one term: fall

half credit

"An actor who can perform the classics can perform anything." Students experience William Shakespeare's language as a physically powerful force through in-depth study of voice, speech and movement. The class focuses on rehearsal and in-class performance of Shakespeare. Attendance at a professional Shakespeare production and viewing of performances on video will be integral to our experience."

HONORS THEATER ENSEMBLE Grades 11-12

Full Year

Full Credit Each Term

Prerequisite: successful completion of two terms of theater courses and permission from the department

Working together as a theater company, students cover advanced acting techniques, directing, movement and voice, as well as audition technique in the first half of the year. During spring term, students produce, direct, design and act in a One Act play festival. By exploring different creative challenges and analyzing dramatic texts, students begin to emerge as well-rounded theater artists developing their own unique aesthetic. (Honors Theater Ensemble is the culminating course for a student interested in our Signature Program in the dramatic arts.)

VISUAL ARTS

All visual arts courses include a trip to an art museum or galleries. For each class there is a lab fee that helps to defray the cost of this field trip as well as the art supplies used during the term. Each course culminates in an evening exhibition at the Swig Arts Center, in which all art students share their work with friends, parents, and the Peddie community.

VISUAL ARTS FOUNDATIONS

One Term: Fall, Winter or Spring

Half Credit

Required for all students in Grade 9

Projects in painting, collage and sculpture emphasize an intuitive approach that encourages meaningful self-expression for both the novice and experienced art student. While building technical skills and an understanding of color and composition, students draw inspiration from music, guided meditation exercises, film, and art history slide lectures. During peer critiques students analyze, interpret and offer feedback.

DRAWING AND DESIGN

One Term: Fall, Winter or Spring

Half Credit

This course is perfect for both the beginning artist (even one who “cannot draw a straight line!”) and the experienced art student. Students will explore many drawing techniques using a range of materials including pencil, charcoal, pastel, ink and watercolor. Challenging design problems and drawing assignments inspired by still-life, landscape, interior, and the human body will guide this process. Learning fundamental principles, (for example, color theory and two-point perspective), will be balanced with an ongoing emphasis on developing personal creativity and risk-taking. Slide presentations of both historical and contemporary artists, a museum visit, and frequent discussions of student work will inspire and encourage artistic growth.

This class is strongly recommended for anyone who intends to pursue the Honors program or to prepare a portfolio for college admissions in the senior year.

PAINTING

One Term: Fall, Winter or Spring

Half Credit

This course is an introduction to the fundamentals of painting with acrylics. Students learn to mix colors and create a sense of form, light, and depth on the canvas as they work from observation, using the still-life, landscape and other works of art for inspiration. Open to all students, this course does not have a pre-requisite, although a previous class in drawing would be helpful.

SCULPTURE

One Term: Fall or Spring

Half Credit

Students create three-dimensional artworks using materials ranging from wood to wire, paper to clay. Inspiration comes from a museum trip, slide lectures about the work of contemporary artists, and independent research. In this way an emphasis on technique and craftsmanship (including the mastery of basic wood-working skills) is balanced with a focus on self-expression, using art as a vehicle for personal, political, or philosophical ideas.

STUDIO WORKSHOP: MIXED-MEDIA CONSTRUCTION

One Term: Winter

Half Credit

Inspired by themes ranging from whimsy to fear, students will experiment with unconventional ideas and mediums to construct three-dimensional artworks. Materials will include ‘found objects’ and such untraditional materials as recyclables, used books, papier-mâché, cotton t-shirts, AstroTurf and glitter. Among projects we may undertake are the reinvented umbrella (like those that hang in Swig!), an eclectic game board, an imaginative scarecrow, a ‘shelter’ built from recycled materials, and an autobiographical installation created from clothing. This course demands a willingness to be playful, adventurous, thoughtful and resourceful as together we push the conventional boundaries of art.

STUDIO WORKSHOP: ARTISTS' BOOKS

One Term: Fall

Half Credit

In this mixed-media course students will make artists' books that fly, fold, wrap, hide, pop up, twist and turn... Artists' books are not books about art; they are art expressed through book form. The shape and format of the book becomes an integral and dynamic part of the work; text, image, content, and form are inextricably linked. We will explore creative bookbinding methods and a wide range of unusual formats, using materials that range from handmade paper to metal, glass, and 'found objects'. Students will be encouraged to incorporate their own creative writing and images, using drawing, collage, photographic and printmaking processes as means of personal expression.

STUDIO WORKSHOP: KITES, TOY BOATS, AND OTHER PLAYFUL INVENTIONS

One Term: Spring

Half Credit

In this course students tap their creativity, (as well as their drawing and building skills), to create artful responses to playful assignments. Students must be willing to brainstorm, experiment, and think like an inventor (or a "mad scientist!"). In addition to several imaginative drawing assignments, the class will focus on two major projects, designing and building:

1. **Kites** to fly on center campus and
2. **Boats** to float on Peddie Lake.

If time permits we will construct other kinetic art forms (art that moves). Students will keep a daily journal to record their innovative ideas.

SEMINAR: ART AND...SCIENCE

One Term: Winter or Spring

Half Credit

This course, for advanced students, brings together art history and hands-on studio projects to give students a more in-depth context in which to make art. We will address art's relationship to science from the Renaissance to the present day and look across cultures. Topics may include scientific and artistic preoccupations with "truth;" parallel developments of scientific and artistic innovations; how technologies such as x-rays and telescopes and microscopes allows us to "see" the unseen; how geometry and mathematics have been applied to the arts and architecture; etc. This course is a mix of academic and studio work; readings, slide presentations, and short writing assignments will be intertwined with hands-on studio work that challenges students to draw upon their experiences in the sciences to create compelling visual forms.

ARCHITECTURAL DESIGN

Two Terms: Winter and Spring

Half credit each Term

Architectural Design creates an atmosphere for exploration, critical analysis, and experimentation within the spaces we all inhabit. Architecture students, in a hands-on and interactive approach, investigate architectural design through model making, drawing, and, above all, their own creative potential. A series of introductory exercises, focused on form, function, and new ways of seeing space, allow students to gain confidence and skill in solving relevant design problems. The study of influential designers, from Henri le Corbusier to Rem Koolhaas, builds the foundation for solving design problems and place students within a historical context. Ultimately this course is about how we experience, use, and move through space. It aims to help students develop the critical skills to be thoughtful, rigorous, and socially conscious designers.

INTRODUCTION TO PHOTOGRAPHY

One Term: fall, winter, spring

Half Credit

This course introduces the basics of photography as an art form. Students learn to operate a digital SLR (single lens reflex) camera and to process black and white photographs in Adobe Photoshop. Early assignments emphasize an

understanding of light, composition, and other necessary elements of a compelling photograph. Later assignments explore various subject matter and ways of shooting, ranging from street photography to portraits. Peer critiques and frequent discussions about photographs by historical and contemporary photographers provide feedback and inspiration. We will be using digital SLRs exclusively and ask students to provide their own cameras whenever possible. (A limited number of loaner digital SLR cameras are available through the arts department, but depending on enrollment, students must share these.)

INTERMEDIATE PHOTOGRAPHY

One Term: *fall, winter, spring*

Half Credit

Students explore more advanced techniques while improving their Adobe Photoshop skills. In addition, fundamental skills in digital black-and-white and color management are taught using Adobe Photoshop CS5. Peer critiques and frequent discussions about photographs by historical and contemporary photographers provide feedback and inspiration. Students are encouraged to bring both their own digital SLR as well as any point-and-shoot digital camera they may have. Professional DSLR cameras are available on loan for each assignment.

ADVANCED PHOTOGRAPHY

One Term: *spring*

Half Credit

This course helps the student develop a personal photographic project at the end of the term through a series of specific assignments targeted at advanced photographic techniques. Whenever possible, students are encouraged to venture off-campus into the community in search of a real-world topic that has social, political, or philosophical dimensions and to create a photo essay that explores this theme. Students may build the body of work using one of many digital processes and are required to have their own digital SLR camera.

DIGITAL VIDEO

One Term: *fall, spring*

Half Credit

Digital Video is a course designed to combine student's creativity with the endless potential of digital filmmaking. Students will be exposed to the process of shooting film, editing footage, mixing audio, and building original narratives. During the course students will complete a short documentary film with one of their classmates, shoot footage for another film on location in New York City, and develop a final film developed based on student's personal interests. Additionally, several feature length films will be viewed to provide further insight into the use of light, sound, and shot composition.

DIGITAL ART

One Term: *Fall or Spring*

Half Credit

This course explores the creative potential of Adobe Photoshop as an art-making tool. Students use "found" images and those captured with a digital camera to create collages, logos, self-portraits, digital drawings, and other experimental forms. Digital and web-based artwork by professionals is analyzed to inform and inspire, but projects encourage experimentation with original ideas and images.

ADVANCED DRAWING AND PAINTING

Two term course: Fall and Winter

Half credit each term

Prerequisite: Drawing and Design

This upper level course emphasizes self-expression, conceptual problem-solving and an experimental approach in terms of style, medium and content. Students hone their technical skills in drawing and painting with more complex assignments based in observation and in imagination. Within this framework of regular assignments, students are given increasing responsibility for making choices that develop a personal vision. In the second term these preliminary exercises will lead to the design of individual concentration projects according to each student's

interests. [This course is strongly recommended for students who wish to prepare a portfolio of drawing and painting for college admissions. It is also an excellent training ground for the independent work demanded by Honors Studio.]

AP STUDIO ART

Full year, one credit per term

Open to juniors only. Permission of the arts faculty and at least one previous visual arts elective is required.

This course is designed for 11th grade students who are seriously interested in and committed to the practical experience of visual art. AP Studio Art is not based on a written exam; instead the course guides students through the rigorous preparation of a portfolio (in either Drawing, 2D Design, or 3D Design) to be submitted for evaluation at the end of the school year. The AP portfolio review requires that students meet both depth and breadth requirements; therefore, class and homework time will be spent making artworks that fulfill each student's chosen portfolio, viewing images, discussing contemporary art, and participating in peer critiques. Inspiration from occasional slide presentations, visits to museums and galleries, and meetings with professional artists, will further encourage students to make creative, well-crafted, and conceptually strong art, and to understand how the contemporary art world functions.

While this class is not a pre-requisite for Peddie's Signature class for seniors, *Honors Studio Art*, it would be a particularly useful training ground for that course and especially helpful for those who intend to submit an art portfolio during the college admission process.

HONORS STUDIO: Drawing, Painting, Sculpture

HONORS STUDIO: Photography, Video, Digital Art

Prerequisite: permission from the Visual Arts faculty; preference will be given to students who have taken multiple electives in the visual arts.

This is Peddie's *Signature* course in the visual arts – our most advanced and independent offering. It begins with an intensive self-portrait project and a series of exercises designed to encourage creative thinking. At the end of fall term each student defines a personal concentration that s/he will explore in depth for the remainder of the year. The course is designed for self-motivated and resourceful students who are willing to push themselves beyond the limits of conventional art and to engage in rigorous dialogue about their work. In addition to individual meetings with the instructors, students will gather regularly for group critiques and presentations about contemporary artists for inspiration. All students create a digital portfolio of their artwork that may be used for college admissions. Students exhibit their work in the Honors Thesis Exhibit in May.

COMMUNITY LIFE

Peddie's Community Life program supports the School Mission and Philosophy through its efforts to educate young people about social and health issues relevant to the adolescent years.

COMMUNITY LIFE 9

Two terms, required for all students in the ninth grade

A discussion- and activity-based class that focuses on topics such as adjustment to life at Peddie, friendships, honesty and integrity, bullying and hazing, personal goals and values, diversity, and drugs and alcohol. In the spring, we explore issues related to human sexuality including gender roles, relationships, basic human development, contraception, sexually transmitted diseases, and homosexuality. There is no homework in this Pass/Fail course.

COMMUNITY LIFE 10

One term, required for all students in the 10th grade

With the content provided in Community Life 9 as a foundation, students in Community Life 10 explore their decision-making around such issues as teenage relationships, healthy habits, drugs and alcohol, and acceptance of others. There is no homework in this Pass/Fail course.

ENGLISH DEPARTMENT

The Peddie English Department offers students a rigorous preparation for the liberal arts, and the humanities especially, by offering a rich program of reading and writing that, while drawing on some of the best that has been known and thought throughout the ages, addresses the challenges of modern life. In particular, the English Department believes its role is:

- To challenge students to become sound critical readers. This means having the ability to read with comprehension and with some appreciation of the author's style, structure, methods and historical context. We believe that the ability to read critically is an essential life skill in a world that is filled with multi-media messages.
- To challenge students to be accomplished writers. Students should be able to formulate arguments, weigh and select evidence, reason logically and effectively, write a clear narrative, express personal views, use language imaginatively, and present all of the above in clear, grammatically correct prose.
- To challenge students to become intellectually and emotionally engaged readers. This means fostering a love of language and a love of ideas, in large part through vigorous class discussions.
- To challenge students to see and respond (both orally and in writing) to the universal connections that can and should be made between works of recognized literary merit and cultural history, great and good art, their own lives, and the lives of others as we all participate in the continuous process of defining what it is that makes us all human.
- To foster in students a life-long habit of and appreciation for a rich diversity of reading. The ability to appreciate the written word, a keynote of a liberal arts education, is essential to obtaining a civilized and humanistic view of the world.

HUMANITIES 9: CITY AND CITIZEN

Full Year

Full Credit in English

Our most dynamic cities are vibrant with the sights and sounds, the spiritual, artistic, and commercial, and political expressions of humankind. For this course, we will consider how our great cities of today—New York, Paris, London—were shaped by cities of Ancient Iraq and Egypt; classical Athens and Rome; Cordoba and mercantile Florence. In tracing Western civilization from its origins in Mesopotamia through the classical period of the Mediterranean to The Middle Ages and the eve of the Renaissance, we will follow the progressions and impact of art and architecture, literature, politics, commerce, and religion. We will explore what a mega-city of 2009 (New York) has in common with a mega-city of the ancient world (Rome), and you will write about the strikingly similar patterns of hero figures found in the literature of the ancient world and those traceable in Harry Potter novels and other popular fiction and film. But, most importantly, you will be asked to note the resemblances between citizenship in one of the earliest forms of the city, the polis, and your experience as a new citizen in our small model of a city, Peddie School. Books studied might include *The Odyssey*, Greek tragedy and mythology, *Julius Caesar*, portions of *The Aeneid*, medieval romance and adventure literature, and contemporary fiction.

ENGLISH 10: LITERATURE AND COMPOSITION

Full Year

This seminar-style class focuses on the skills necessary for close reading of and critical writing about fine literature. Readings will be a combination of works to be read by all sections (*Their Eyes Were Watching God*, *The Great Gatsby*, *Macbeth*) and works selected by individual teachers. Some of these latter works may include: *The Catcher in the Rye*, *The Nick Adams Stories*, *Across the Nightingale Floor*, *The Blue Star*, *Black Swan Green*, *The Natural*, *Ragtime*, *Heat and Dust*, and *Frankenstein*. All sections will pursue a unit on poetry. Students are required to write analytical essays and a longer comparative essay early in the spring term.

ENGLISH 11: AMERICAN LITERATURE

Two Terms: Fall and Winter

A survey of American literature that touches on all of the major genres, the course loosely parallels the study of American history. Works may include *The Scarlet Letter*, *The Adventures of Huckleberry Finn*, *A Streetcar Named Desire*, *The Awakening*, and *Invisible Man*. Shorter works may include essays by Emerson, Thoreau and Douglass; stories by Irving, Hawthorne, Melville, Hemingway, and Faulkner; and poems by Dickinson, Whitman, Frost and Lowell. English 11 continues work on the critical essay and introduces the personal essay, including a course-long project resulting in an autobiography.

SENIOR ENGLISH

Two Terms: Fall and Winter

A two-term course in which students refine the major principles of critical reading and writing. Each student's work culminates in the production of a Senior Thesis, a 10-page essay of original literary analysis. Qualified students may elect to write an Honors Thesis, which requires more in-depth work.

Rising seniors may choose from the following three Senior English offerings:

MADNESS IN LITERATURE

Where is the boundary between insanity and reason? Is every individual deemed "crazy" by his society in fact "mad"? What does that mean, actually? Shakespeare's *Hamlet* is the centerpiece of the course. Novels may include *Beloved*, *One Flew Over the Cuckoo's Nest*, *Wide Sargasso Sea*, *Regeneration*, and *The Life of Pi*, as well as short stories and poems and, time permitting, the film *The Shining*.

MIGHTY OPPOSITES

This course looks at how various authors seek to give meaning to common conflicts in life by arranging them as opposing forces. These may range from the relatively minor (a young grocery clerk defending the honor of three teenage girls) to the monumental (Is Nature a benevolent or malevolent force?). After defining basic terms and concepts while studying selected short stories, we examine such challenging works as *The Quiet American*, *Pride and Prejudice*, *Heart of Darkness*, and *Hamlet*, as well as the film *The Graduate*. We finish with an extended look at some poetic masterpieces.

UNHEARD VOICES

Focusing upon voices of dissent, texts for this course illuminate particular aspects of the current social and political ferment, including issues of race, class, gender and sexuality. Texts highlight voices historically ignored or marginalized. We explore both the merits of each text and the qualities that make them difficult to accept into mainstream political and literary discussion. Readings include Shakespeare's *Hamlet* and such works as Tony Kushner's *Angels in America*, Tim O'Brien's *The Things They Carried*, Richard Wright's *Black Boy*, Kate Chopin's *The Awakening*, and Barbara Kingsolver's *Animal Dreams*.

POST-GRADUATE ENGLISH

Rhetoric and composition

Two Terms: Fall and Winter

This course is designed to complement Senior English and provides a forum for articulating thoughts and feelings in a non-threatening environment. Reading material reflects student interest; vocabulary work and essay assignments help students see writing as a process. Students work on expository writing, persuasive essays, personal reactions and short stories. Readings may include J.D. Salinger's *Nine Stories* and other short works.

THEATRE BECOMES MODERN

During the late 1800s to the early 1900s, the theatre suddenly was transformed from a melodramatic and stodgy ratification of the Victorian era to a witty and biting satire of modern society. Along the way, dramatic and comic roles became less stereotypical and more challenging and original. This course will study the innovations of such playwrights as Gilbert and Sullivan, Oscar Wilde, and George Bernard Shaw, all of whom couple engagingly critical messages with wonderful stagecraft. We will study, watch, and mostly read aloud such plays as *The Mikado*, *The*

Importance of Being Earnest, Caesar and Cleopatra, Major Barbara and Man and Superman. We will end with a comparison of Shaw's *Pygmalion* and its latter day incarnation as Lerner and Lowe's *My Fair Lady*. This fall term elective is open to Juniors and seniors, who must take it in addition to their regular English class. Another elective will be offered in the winter term

SPRING TERM ELECTIVES

For the spring, juniors and seniors choose an elective, a sampling of which appears below.

THE TROJAN WAR

If there had been no Trojan War, there would be no Percy Jackson, and maybe even no Harry Potter. The Trojan War has inspired some of the greatest literature of the Western world. In this course we look at acts of bravery and heroism and sadness and sorrow, taking note of what war and peace mean for both men and women. You most likely are already familiar with the *Odyssey*; now come find out about the events and characters that launched Odysseus on his ten year voyage—events and characters that have been the models for heroic action for centuries. Readings will include Homer's *Iliad* and two short plays, Aeschylus' *Agamemnon* and Euripides' *Trojan Women*. We will also view parts of the film *Troy*.

CONTEMPORARIES

This course will focus on recent works written by important contemporary novelists. Readings will focus on significant political, social, ethical and esthetic issues and will most likely include the following: Richard Powers' *Generosity*, the story of a young woman who has lived a life with many tragedies and yet remains upbeat and positive because she apparently has a special gene for happiness. The novel examines the consequences when scientific entrepreneurs attempt to identify and market it. Colum McCann's *Let the Great World Spin*, winner of the National Book Award, presents a vibrant account of New York City in 1974, as told through the interwoven stories of a variety of characters and watched over by Philippe Petit on his tightrope strung between the Twin Towers. Finally, we will read Kate Grenville's historical novel *The Lieutenant*, which describes a first encounter between the British and the Aboriginal peoples of Australia, with a special focus on a memorable conflict within the main character, astronomer Daniel Rooke, between his sense of duty and what he believes to be right. We will do some analytical writing, but all students will also write in more creative modes as well: personal essays, stories and/or scenarios. We will also watch a couple of the best recent movies, including *Man on Wire*, an account of Petit's exploit, and perhaps a golden oldie.

LITERATURE OF TRAVEL AND DISCOVERY

The Journey of the Self:

Travel as a means of imagining the world and inventing the self is older than Odysseus and more satisfying than any "Amazing Race." Examining a variety of different types of travel writing, students in this course will not only enjoy the journeys and stories of other adventurers and practice writing as travelers, but also develop their own travel dreams. This course will explore the literature and experience of travel, reading broadly across the world, examining both the travelers and the places they explore. Students will also take a special one day journey (Sunday, April 9) as an "authentic traveler" to Philadelphia, compose and publish their own travelogue, and plan a personal journey of some length, their travel dream. Some juniors within in the course may elect the **Signature Experience** option for this final project, designing, planning, and then undertaking their own Summer Signature Experience journey for the 2011 summer.

"Travel is fatal to prejudice, bigotry, and narrow-mindedness, and many of our people need it sorely on these accounts. Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one's lifetime."

-- Mark Twain, *Innocents Abroad*

MODERN COMIC THEORY

Often, we don't take humor very seriously. There are good reasons for this (the contradiction in terms) and bad ones (the assumption that humor can't be meaningful). But humor, as you know, is an essential part of great novels, essays, films, television shows, and lives. The question is, why? In this course, we will explore how and why writers and artists use humor. We will seek to define the elements of great comedy and determine the functions of being funny. Readings will include John Kennedy Toole's hilarious novel, *A Confederacy of Dunces*, short stories by Junot Diaz, and Jim Shepard, and essays by David Foster Wallace, Chuck Klosterman, David Sedaris, and Michael Chabon. We will also examine the comedy of Dave Chappelle, Chris Rock, Jon Stewart, and Stephen Colbert, and discuss whether humor is an effective tool for political and societal arguments. This course will require a keen attention to detail and tone, the ability to write short analytical essays, and, of course, a sense of humor.

MOBY DICK AND EMILY DICKINSON

Herman Melville's massive masterpiece repeatedly invites and inspires readers to "dive deeper" in search of answers and understanding; Emily Dickinson, in her brief poems, demonstrates over and over again that "area [is] no test of depth". This course will focus on close readings of both the novel and the poems, and it will seize upon opportunities to consider the apparently different works (and lives) in relationship with each other. Melville and Dickinson shared an intense interest in aspects of individuality and identity; each had a complicated relationship with God; they experienced exhilarating and agonizing realizations of their own creative potential; they insisted and depended on the power of imagination to see them through tough times. Let's explore these and other connections and distinctions—and read some truly impressive stuff along the way.

CREATIVE WRITING WORKSHOP

Participants must demonstrate some of the following qualities on most days: autonomy, curiosity, patience, skepticism, pluck, honesty, tact, humility and confidence (but leave the arrogance at home with the berets and clove cigarettes). We'll read, think, read, talk, read, listen, read, write, read, and go places—often without leaving the classroom. Participants will be expected to complete several exercises, develop some into longer works, respond critically to readings, dress appropriately for the weather, indulge my preoccupation with a clique of pet writers, and complete at least one longish or two shortish pieces for submission (and then submit them). If you sign up, expect to have homework over spring break. As Mr. Frost said, "all the fun's in how you say a thing."

AFRICAN-AMERICAN LITERATURE AND ART

With the national ascension of Barack Obama, questions of race and identity are ever present on the lips of the American media. Obama's candidacy gives us pause for contemplation of race, of blackness, as an idea—as an experience within the collective social dynamic. At the same time, there are the alleged voices or representatives of "blackness"—the public intellectuals, politicians, celebrities, and media moguls—who speak from positions distant from the typical experience. Perhaps we must turn our attention to notions of blackness, the limitations of such notions, and in doing so, come to understand how such notions, both individual and collective, were crafted and why they may be inadequate. The experience of peoples of the African Diaspora in America and the articulation of this experience through artistic media will serve as the vehicle to carry us through meaningful discussion and discovery, toward vibrant understanding and appreciation.

HISTORY DEPARTMENT

The Peddie History Department helps students develop an interest in and make sense of past events, ideas, and people in order to discover the relevance of history to the world today. Ultimately, our mission is to help create dynamic, thoughtful students who understand the ways in which the past informs the present and the future

Specifically, our history curriculum:

- Uses imaginative and creative approaches to the study and teaching of history to help students master the materials presented in each course and enjoy historical scholarship.
- Exposes students to a variety of historical interpretations, thus fostering open-mindedness, respect for opposing points of view, and sensitivity to the complexity of the world.
- Fosters analytical and critical thinking and the development of clear and effective presentation of information and ideas.
- Introduces students to historical research and documentation.
- Encourages independent and cooperative thinking through individual and group projects.

* Courses designated with an asterisk require a substantial outside-of-class commitment. These courses will involve an average of more than 45 minutes of homework per night. Students electing these courses should take this into account when designing their overall schedule.

NINTH GRADE

HUMANITIES 9: CITY AND CITIZEN

Full Year

Half Credit in History

Our most dynamic cities are vibrant with the sights and sounds, the spiritual, artistic, and commercial, and political expressions of humankind. For this course, we will consider how our great cities of today—New York, Paris, London—were shaped by cities of Ancient Iraq and Egypt; classical Athens and Rome; Cordoba and mercantile Florence. In tracing Western civilization from its origins in Mesopotamia through the classical period of the Mediterranean to The Middle Ages and the eve of the Renaissance, we will follow the progressions and impact of art and architecture, literature, politics, commerce, and religion. We will explore what a mega-city of 2009 (New York) has in common with a mega-city of the ancient world (Rome), and you will write about the strikingly similar patterns of hero figures found in the literature of the ancient world and those traceable in Harry Potter novels and other popular fiction and film. But, most importantly, you will be asked to note the resemblances between citizenship in one of the earliest forms of the city, the polis, and your experience as a new citizen in our small model of a city, Peddie School. Books studied might include *The Odyssey*, Greek tragedy and mythology, Julius Caesar, portions of *The Aeneid*, medieval romance and adventure literature, and contemporary fiction.

TENTH GRADE

Students have a choice of two (2) courses in the 10th grade. Regardless of the class they choose, students will continue to hone the skills and habits necessary for success in the humanities. Specifically, both 10th Grade courses will focus on the following:

- Encouraging a sensitivity to the past so that students might better understand the present and prepare intelligently to deal with the challenges of the future.
- Introducing students to historical methods, enabling them to seek out sources, evaluate evidence, and reach sound conclusions regarding specific historical events and questions.
- Continuing to build skills first introduced and reinforced in grade nine, including (but not limited to): note-taking, annotation of sources, and test and exam preparation skills.
- Introducing the formal historical research and writing process. In the Spring Term, students will be taught how to select a topic, secure sources, draft an annotated bibliography, and write a formal research paper with citations and a formal bibliography.

- Incorporating opportunities for public speaking and presentations.
- Providing students with opportunities to gain knowledge and understanding of non-Western civilizations.

MODERN GLOBAL HISTORY

Focusing on contemporary issues, Modern Global History examines the major historical and social trends of the modern era in an attempt to understand the nature and origins of the 21st century world. A primary emphasis of the course is on considering those historical events and processes that have had a lasting impact on our present reality in order to help students make sense of the rapidly-changing world in which they live. Topics of emphasis include:

- Modern Democracy and its Roots
- Industrial Capitalism and Imperialism
- World Wars and the Ethics of Warfare
- The Cold War in a Global Perspective
- The Middle East
- Decolonization and Development issues
- Global Challenges in the 21st century

ELEVENTH GRADE

UNITED STATES HISTORY

All juniors at Peddie are required to take a course in United States History. Qualified and invited students may choose to take Advanced Placement (AP) United States History. All other juniors will take "America in the 18th, 19th, and 20th Centuries". Neither as comprehensive nor as fast-paced as the Advanced Placement (AP) class, this course instead seeks to take an in-depth look at key eras in U.S. history.

The material of United States History will be used to encourage an awareness of our nation's past, to develop analytical skills, and to recognize the complexity inherent in the study of history. Students will read both primary and secondary source materials to cultivate this sense of historical perspective. Occasional lectures, films, and individual projects will be used throughout the year to supplement the course readings. All students enrolled in "America in the 18th, 19th, and 20th Centuries" will complete an extensive research paper during the year. Students enrolled in AP United States history will undertake a different research project after the AP exam in May.

AP UNITED STATES HISTORY *

Full Year

Enrollment requires permission from the History Department.

AP United States History uses a survey approach to trace the major themes and moments in the history of the United States. A traditional but brief textbook survey is supplemented by short biographies and myriad primary documents. Students should expect significant amounts of reading on a nightly basis and must be prepared for an intense, college-level course.

All students are required to take the AP U.S. History exam in May.

AMERICA IN THE 18TH-20TH CENTURIES

Full Year

This course in the fall term examines significant elements of life in 18th- and early 19th-century America with a particular focus on the major political and economic issues through the "Age of Jefferson." In the winter, we cover the rise of Andrew Jackson, the Civil War, and the Reconstruction Era. The institution of slavery and the role of African-Americans will also be examined. The spring term covers the advent of modern America, using film and other media to explore issues such as the 1920s, the Great Depression, Civil Rights and the Cold War.

TWELFTH GRADE

ELECTIVES

Throughout the year the History Department offers a range of electives. While staffing levels and student sign-ups may affect the number of electives that the Department offers, we anticipate offering the following courses this year. Please note that, while juniors enrolled in United States History may choose to take an additional elective, preference in the case of over-enrollment will be given to seniors. Additional electives may be added to the spring term.

AP ART HISTORY *

Full Year

Enrollment requires permission from the History Department.

This course is a full-year survey of Western art at the honors level in preparation for the Advanced Placement examination in Art History in the spring. As expected from a college level curriculum, students in this class will examine major forms of artistic expression from the ancient world to the present. They learn to look and analyze works of art within their historical context, and to articulate what they see or experience in a meaningful way. Students should expect significant amounts of reading on a nightly basis and must be prepared for an intense, college-level course.

All students are required to take the AP Art History exam in May.

AP UNITED STATES GOVERNMENT *

Full Year

Enrollment requires permission from the History department

A full-year study of the formal and informal structures of the American Political System, this course prepares students for the AP examination in United States Government. This course emphasizes contemporary policy making and implementation, as well as an in depth study of civil rights and civil liberties. Students should expect significant amounts of reading on a nightly basis and must be prepared for an intense, college-level course.

All students are required to take the AP United States Government exam in May.

AP EUROPEAN HISTORY *

Full Year

Enrollment requires permission from the History department

AP European History covers the history of Europe since 1450 (the High Renaissance). This survey course introduces students to political, economic, cultural, and social developments that have shaped the world today. A traditional textbook is supplemented with secondary texts and a wide range of primary documents. Students should expect significant amounts of reading on a nightly basis and must be prepared for an intense, college-level course.

All students are required to take the AP European History exam in May.

MODERN AFRICA

Two Terms: Fall and Winter

Presently, the Congo is one of the most explosive places on Earth, even though today it goes largely unnoticed. The fall term of Modern Africa will examine the current situation by looking at the Congo's history in order to determine why it became so volatile while receiving so little attention. In order to do this, the course will take an interdisciplinary approach by reading both history and literature. The books to be read are King Leopold's Ghost, a nonfiction book about one of the most tragic and ignored events in human history, and The Poisonwood Bible, a fictional story of a missionary family living through the traumatic period of the Congo's independence from colonial rule. Through reading these books, we will try to know the history, culture and problems of Central Africa then and now. Additional readings and films may be used. While the course will basically focus on the Congo, the overall themes of modern African history will also be covered. The winter term will follow much the same format but will focus on Rwanda, South Africa and Apartheid.

AMERICA SINCE 1945

Two Terms: Fall and Winter

An in-depth study of post-World War II America, this course combines history, music and literature within a topical framework. Areas of focus may include U.S. foreign policy in the Cold War and Vietnam, as well as domestic issues such as the Civil Rights Movement, the turbulent 1960s and Watergate.

MODERN EAST ASIA

Two Terms: Fall and Winter

Students are not required to take both classes

MODERN EAST ASIA I: THE RISE OF CHINA

One Term: Fall

This course explores the history of modern China, including disputed and formerly disputed territories such as Tibet, Hong Kong, Taiwan and Macao. After a survey of China before the Chinese Civil War, it focuses on the 58-year history of the People's Republic of China and also examines changes since Mao's death in a rapidly transforming modern China.

MODERN EAST ASIA II – JAPAN AND KOREA: CONFLICT & COLLABORATION

One Term: Winter or Spring

This course examines the intertwined history of modern Japan and Korea, including the history of North Korea and South Korea after their division. While a historical overview is provided, the focus is primarily upon the period since Japan's annexation of Korea in 1910. Topics include the Japanese occupation of Korea, the Cold War between these two countries, and the thawing of relations.

NOTE: These courses are not designed to be military history courses. For in-depth study of World War II, please sign up for The World at War.

MODERN INDIA: Religion and Politics in the World's Largest Democracy

One Term: Winter or Spring

This course will examine the history and culture of modern India. It will begin with an overview of Indian history, with special focus on Gandhi and the Indian independence movement, but primary emphasis will be placed on the history and culture of India since its independence in 1947. In particular, students will explore the complicated role of religion in modern India and the ways that religion and politics interact in the world's largest democracy. Students will also be introduced to the religion and culture of India on a pragmatic level, including food, customs and some Hindi words and phrases.

ASIAN RELIGIONS

One Term: Spring

Asian Religions will introduce students to the major religious traditions of Asia, with emphasis on Hinduism, Buddhism, Taoism and Islam. The course will cover the beliefs and practices of each tradition, along with ways that each religion has impacted Asian history and contemporary society. Course readings will include Hustons Smith's *The World Religions* and excerpts from sacred texts. Major assessments will include quizzes, tests, regular writing assignments and a final reflective paper. In addition to lecture, document analysis, discussion and film, students will also have exposure to traditional Asian spiritual techniques such as meditation and yoga as part of their overall study of these religions.

MODERN MIDDLE EAST

One Term: Spring

Political turmoil has come to define the Middle East, in particular Israeli-Palestinian relations. By examining the background of the modern Middle East, this course explores what has led to the conflicts and tensions in this region and, particularly, why the Middle East has been plagued by political terror and violence. Novels, historical texts and contemporary media accounts shape the readings for the class.

THE WORLD AT WAR

Two Terms: Fall (World War I) and Winter (World War II)

Students are not required to take both classes

The World at War covers the two greatest conflicts in human history: World Wars I and II. The class moves from the origins of WWI to the rise of the Nazi party in the 1920s and the beginning of World War II in 1939. It also covers many of the great battles, elements of the Holocaust, espionage and covert operations. Woven into our study is a focus upon what role these events have played in determining conflicts in the world today. Primary texts are John Keegan's histories of the two World Wars, as well as original film footage of battles and a series of supplementary readings.

LANGUAGE DEPARTMENT

The members of the Language Department build on their diverse talents, perspectives, and experiences to instill an enthusiasm for active language acquisition from beginning levels to advanced placement. We recognize our students' diverse backgrounds and challenge them to strive for higher levels of achievement in both oral and written work. We provide an environment both inside and outside the classroom that encourages students to appreciate the connections between language and culture. The skills and knowledge acquired at Peddie will enable students to make language a useful part of their active lives.

The Language Department at Peddie fulfills its mission by implementing the following objectives:

- to challenge students with as complete a program as possible in the target language, stressing all four language skills as we strive for accuracy
- to help students realize their place in the world through an appreciation of the languages of other peoples and a greater understanding of their own language
- to encourage students to use the target language to enrich their lives beyond the classroom
- to instill interest in students so they continue with language study
- to apply technology to enhance student learning and aid effective teaching

As part of its commitment to developing active learners who are aware of the complexity of the world around them, Peddie has joined the School Year Abroad consortium of schools. SYA provides selected, qualified students the opportunity to study college-preparatory courses in France, Spain, China, and Italy using home stays and instruction in the target language to develop near-native fluency and increased cultural awareness. For more detailed information visit www.sya.org.

All courses offered by the Language Department at Peddie School are three-term courses.

*Courses designated with an asterisk require a substantial outside-of-class commitment. These courses may involve an average of more than 45 minutes of homework per night. Students electing these courses should take this into account when designing their overall schedule.

MODERN LANGUAGES

MANDARIN CHINESE

CHINESE I

Full Year

This course is designed to enable students to communicate in Chinese from the very first day of class. Students develop a solid foundation of Chinese pronunciation through the study of the pinyin system. They learn approximately 400 Chinese characters with basic grammar patterns and conversational expressions. Students' aural-oral skills are reinforced with the use of sound files via the network. They also learn to write simple essays in Chinese. Chinese culture is an integrated part of the Chinese program with an accent on history, art, and calligraphy.

CHINESE II

Full Year

Prerequisite: Chinese I

Students continue to develop their communication skills in all interpersonal, interpretive and presentational modes. The use of sound files via the network continue to improve students' aural-oral skills. With the pinyin consolidated, Chinese characters are the focus of the course. An additional 500 characters and key grammar structures are introduced and consolidated. Students expand their knowledge of Chinese culture and history through films, documentaries and on-line resources.

CHINESE III

Full Year

Prerequisite: Chinese II

Students continue to develop their language skills of listening, speaking, reading and writing. The continued use of sound files through the network further consolidates their aural-oral skills. An additional 600 characters are added to their vocabulary list and more advanced sentence patterns are introduced. Cultural knowledge is further refined with individual and group projects on various aspects of Chinese culture. A pen-pal relationship with EFZ, Peddie's first sister-school in Shanghai, China, provides an authentic learning environment for students of both schools.

CHINESE IV

Full Year

Prerequisite: Chinese III and recommendation of the department Chinese IV is a year of synthesis and refinement of the students' language skills. Chinese is the primary language of the classroom. Students learn an additional 700 Chinese characters and more sophisticated grammar structures and sentence patterns. Frequent essay writing and oral presentations consolidate students' skills both orally and in writing. Individual and group projects using authentic resources are the means to further expand students' knowledge of Chinese culture on its past, present and future.

AP CHINESE LANGUAGE AND CULTURE*

Full Year

Prerequisite: Chinese IV and recommendation of the department

This class is comparable to fourth semester college/university courses in Mandarin Chinese. AP Chinese is conducted exclusively in Chinese. The course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities). In preparation for the AP Chinese Language and Culture exam in May, students will be engaged in performance-based activities within age- and level-appropriate authentic cultural context. As the exam is a paperless Internet-Based Test (iBT), students will use their laptop to process everything (listening, speaking, reading and writing) in the course.

All students are required to take the AP Chinese Language and Culture exam in May.

FRENCH

FRENCH I

Full Year

Students develop the four basic skills of listening, speaking, reading and writing and are introduced to French culture.

We use a workbook and online exercises for grammar, as well as Tell Me More, interactive software for vocabulary acquisition and pronunciation. French is the language of the classroom. By the end of the year, students can speak and write about themselves and their immediate environment using simple present, past and future tenses. In addition, students take a virtual tour of France and discover Paris through DVDs and the internet. All students participate in the National French Contest.

FRENCH II

Full Year

Students continue to develop the four basic skills of listening, speaking, reading, and writing. French culture now includes the francophone countries around the world. We use *Premiere Etape*: a graded French reader as a means to improve reading comprehension and to build a solid vocabulary. Class discussions are entirely in French. The readers introduce the students to authentic French classics such as *The Count of Monte Cristo* and *Les Miserables*. We have a workbook with which we practice grammar. The main topics covered are: the past and imperfect tenses, interrogative pronouns, object pronouns, conditional sentences, compound tenses, and relative pronouns. There are major projects as well as final exams for both the winter and spring terms. We continue *Tell Me More*, our interactive computer program. Students move from concrete ideas to more abstract thoughts, and they can begin to express themselves with more sophistication and ease. All students participate in the National French Contest.

FRENCH III

Full year

Prerequisite: French II

This course further develops the four basic language skills of listening, speaking, reading and writing. French is the primary language of the classroom, and we use a communication-based program which encourages verbal interaction. The goal of the course is to help students act independently and successfully in a variety of situations designed to enhance their understanding of French-speaking cultures. In addition, students use their French to read level appropriate stories, keep a journal, write essays and complete projects. All students participate in the National French Contest

ADVANCED FRENCH III

Full Year

Prerequisite: French II and permission of the department

This course is designed for students who show particular strength in the basic language skills of listening, speaking, reading and writing at level II. It prepares the motivated student to enter the AP Language course the following year. French is the language of the classroom with an emphasis upon verbal interaction. Because one of the main goals of the course is to help students act independently and successfully in a variety of situations, teaching materials stress all four basic skills in meaningful cultural contexts. In addition, students give oral presentations, do research projects, and develop their writing skills through essays and the keeping of a journal. All students participate in the National French Contest.

FRENCH IV

Full Year

Prerequisite: French III or Advanced French III

This course is designed to help students review some of the material seen at the lower level and to reinforce their basic knowledge of the structure of the language. It is also designed to expand their vocabulary and their knowledge of French speaking cultures. Course activities cover the four language skills with an emphasis on verbal interaction. French is the language of the classroom. Students give oral presentations and do research projects. They improve their reading skills with level appropriate stories, and they improve their writing skills through essay writing and the keeping of a journal. All students participate in the National French Contest.

AP FRENCH LANGUAGE *

Full year

Prerequisite: Advanced French III or French IV and recommendation of the department

In this upper-level course, students continue to develop the four basic language skills of listening, speaking, reading and writing. This course is the equivalent of a high-intermediate to upper-level course in college, and it requires a strong background in French. We cover a wide variety of historical and cultural topics with some emphasis on current events. Students prepare for the AP Language exam through a variety of oral activities and extensive writing. Readings range from contemporary novels to international news reports. French is the language

of the classroom. All students participate in the National French Contest.
All students are required to take the AP French Language exam in May.

FRENCH V

Full year

Prerequisite: French IV or AP French Language

This course serves as a bridge between high school and college for students who have completed level IV or the AP language course and want to keep their French current. It is often tailored to the students taking the course with an emphasis on oral communication. Students give presentations and do research projects on French speaking cultures. French is the language of the classroom. Students hone their reading skills by reading newspapers, magazines and full length novels. They write essays and keep a journal. All students participate in the National French Contest.

LATIN

LATIN I

Full Year

After a rapid review of English grammar, students are introduced to Latin nouns of the first and second declension, the verb system, and English vocabulary derived from Latin roots. In the winter term, they learn the remaining conjugations and tenses, the passive voice, and pronouns, and they begin to study Roman mythology and history. Participles, infinitives, nouns of the third declension, and relative pronouns are covered in the spring term.

LATIN II

Full Year

Prerequisite: Latin I

The fall term consists of a thorough review of first year grammar and introduces the following topics: ablative absolutes, indirect statements, nouns of the fourth and fifth declensions, and comparison of adjectives and adverbs. The rest of the year is devoted to the study of subjunctive verbs and their uses. Readings are taken from Roman history and mythology.

LATIN III

Full Year

Prerequisite: Latin II

The fall term covers a review of second-year grammar with emphasis on such topics as irregular verbs and uses of the dative. Readings are drawn from stories from Roman history. The winter term focuses on Caesar's campaigns against the Britons from his *De Bello Gallico*, with appropriate background in Roman geography and military history. In the spring, students read selections from Book IV of Vergil's *Aeneid* (Aeneas' trip to the underworld).

LATIN IV

Full Year

Prerequisite: Latin III

A survey of Latin literature including some but not all of the following authors, each presented in his cultural, historical and literary setting: Livy, Catullus, Pliny, Ovid, Martial, and Vergil. Topics covered will include stories from early Roman history, Latin personal poetry, the eruption of Mt. Vesuvius, and the Roman view of the underworld.

AP LATIN IV *

Full Year

Prerequisite: Recommendation of the department

A thorough study of Vergil's *Aeneid* in preparation for the Advanced Placement examination in Vergil.

All students are required to take the AP Latin (Vergil) exam in May.

LATIN V

Full Year

Prerequisite: Latin IV, AP Latin IV or recommendation of the department

A survey of Latin literature including some, but not all, of the following authors, each presented in his cultural, historical and literary setting: Sallust, Cicero, Catullus, Horace, Livy, Martial, Pliny.

SPANISH

SPANISH I

Full Year

Students develop the four basic skills of listening, speaking, reading and writing, and engage in a variety of simple communicative activities. They learn vocabulary and grammar essential to communicating on a basic to intermediate level, and also develop a basic understanding of the history and contemporary culture of the Spanish-speaking world. This course provides a solid foundation for the second-year course.

SPANISH II

Full Year

Prerequisite: Spanish I

This course is taught primarily in Spanish as students are introduced to more complex structure and verb tenses including commands and future, conditional and past tenses. The history and culture of the Spanish-speaking world is an integral part of the course. The course introduces basic Spanish narratives and students begin to develop formal writing skills.

SPANISH III

Full Year

Prerequisite: Spanish II

Students build on the foundations of Spanish II as they expand their knowledge of grammar and their communicative skills. Students read short stories, write research papers, and give oral presentations. Vocabulary enrichment is stressed through dialogues, readings and supplemental lists. This course is taught entirely in Spanish.

ADVANCED SPANISH III

Full Year

Prerequisite: Spanish II and recommendation of the department

This course covers much of the same material as Spanish III but includes additional authors as well as more writing and reading. This course is taught entirely in Spanish.

SPANISH IV

Full Year

Prerequisite: Spanish III

An advanced course that builds on the material covered in the previous three levels as students learn how to communicate in an increasingly sophisticated way. Spanish is the only language used by both teacher and students. Readings about the major civilizations that shaped the language and culture of Spain and Latin America form the basis of much of the class discussion, and students learn to write analytical essays. Students are strongly encouraged to explore diversity of other peoples and cultures in more detail, thus preparing them for their role as global citizens. The class includes a thorough review of advanced grammar as well as several projects presented in class. By the end of the course, students will have had extensive practice speaking, writing and reading Spanish at an advanced level.

SPANISH IV HONORS

Full Year

Prerequisite: Spanish III, Advanced Spanish III, or Spanish IV

Sophomores and Juniors wishing to take the AP Spanish Language class in their junior or senior year may take this course. Students must complete Spanish III, Advanced Spanish III, or Spanish IV in order to enroll in this. The class

will introduce the topics that are covered in the AP class. Grammar and vocabulary will be integrated into these topics. Spanish will be the only language spoken by the teacher and the students. Through an introduction to the types of questions on the AP test, students will develop the speaking, listening, writing, and reading skills necessary to be successful in the AP course. The text for this course includes magazine articles, movies, stories, and current events that students will find interesting and relevant to their daily lives. The vocabulary and grammar for this course will be intensive and students will be expected to write many essays and give presentations often in order to prepare them for the following year.

SPANISH V

Full Year

Prerequisite: Spanish IV or Spanish IV Honors and recommendation of the department

Spanish V is an advanced course for those students who want to continue to develop their fluency in the language. Spanish is the only language used in class by both teacher and students. Through the use of film, literature, poetry and the Internet, students practice skills such as analysis of theme, plot, character, and motive as well as expression of personal opinion and engagement in discourse. There is a strong emphasis on oral work and frequent presentations are made to the class.

SPANISH VI

Full Year

Prerequisite: AP Spanish or strong recommendation from Spanish IV, Spanish IV Honors or Spanish V

Based on the Model UN conferences, this course will work with motivated and highly qualified students to elaborate proposals and discuss relevant issues that occur at one or several Hispanic countries. The curriculum is designed to teach students important life skills, such as public speaking, discussion/debate, writing, and critical thinking and will be taught only in Spanish. Students will need to elaborate a speech related to the topic selected by the Spanish Model UN conference and they will have to defend their proposals in Spanish at the conference.

AP SPANISH LANGUAGE *

Full Year

Prerequisite: Spanish III or Advanced Spanish III and permission of the department

This course is designed to prepare students to excel in the AP Spanish course as well as the AP examination. The class follows the guidelines of the College Board AP Spanish Language course and is considered the equivalent of a third-year college course. Students focus on communicative skills, grammar, composition, vocabulary and work with AP exercises.

All students are required to take the AP Spanish Language exam in May.

ADVANCED LATIN AMERICAN AND SPANISH STUDIES

Prerequisite: Spanish IV or AP Spanish Language and recommendation of the department

Despite economic troubles, pollution, and other problems common in modern, industrialized societies, Latin America and Spain can legitimately celebrate that their cultural heritage has been a major contribution to Western Civilization. With this in mind, this course will explore the importance of some of the milestones from the last hundred years that have shaped the language and culture of Spain and Latin America as we know them today. Using Carlos Fuentes' *The Buried Mirror* as a starting point for the course, we will study the major landmarks in history, literature and the arts between 1898 and the present that are key to understanding the cultural complexities and influence of this vast region of the world. Other authors considered will include Gabriel García Márquez and visual artist Fernando Botero. A number of contemporary films will provide additional opportunities for analysis, research, and discussion. Spanish will be the only language used by both teacher and students.

MATHEMATICS DEPARTMENT

Peddie Mathematics Department seeks to give every student the ability to apply analytical approaches to problems, to communicate quantitative information and ideas effectively both in writing and orally, and to recognize that mathematics is a lively and relevant discipline in the modern world. As we strive to encourage each student to learn as much of the body of mathematics as he or she is capable, and to fully support and assist each student in their efforts.

We believe that these goals are best achieved when students are active participants in their own learning, under the guidance and with the support of their teacher, and in a classroom where there is opportunity to take risks, to work collaboratively with others, to enjoy the ideas of mathematics, and to see how mathematics helps us understand the world around us.

Both laptop-based software and graphing calculators are used throughout the mathematics curriculum. Each student is required to own a TI-83/84 graphing calculator; these devices are used in every course. In addition, a variety of mathematical software is pre-loaded on each student laptop, including Geometer's Sketchpad, TI-Interactive, Maple Computer Algebra System, and specialized programs for specific units of study. Collectively, these tools provide the basis for the effective use of technology as a learning tool in the mathematics classroom.

* Courses designated with an asterisk require substantial out-of-class commitment. Depending upon the mathematical facility of the student, these courses may involve an average of more than 45 minutes of homework per night. Students electing these courses should take this into account when designing their overall schedule.

+ Students in courses designated with a plus sign are required to participate in the AMC national contests in February or March. These programs allow the student to tackle challenging, non-routine problems by drawing upon a variety of mathematical problem-solving skills and ideas. Qualifying students are expected to participate in the AIME competition in the spring.

ALGEBRA I

Full Year

Algebra is a way of thinking about and representing many situations. This course introduces students to these new ideas and new ways of learning. It is important that students view algebra as a tool for problem solving, reasoning, communication, and making connections. The main topics of Algebra I include symbolic algebra (e.g., equation solving, exponents, factoring), functions, data analysis, matrices, and mathematical modeling. These topics are embedded in contextual settings that provide students with an opportunity to make connections between algebra and other disciplines. Technology enables students to solve problems and to make mathematical conjectures in a variety of ways.

GEOMETRY

Full Year

Prerequisite: Algebra I

Providing comprehensive coverage of formal geometric topics, this course also emphasizes the connections between geometric concepts and the geometry of the real world. Geometric shapes in architecture, art, sports and other areas are analyzed in terms of Euclidian geometry. The proof process, from exploration, to conjecture, to deductive proof, to theorem, is repeated through-out the year, with the goal of providing students with experience in logical thinking and multi-step reasoning. Students explore in lab-like settings using hands-on manipulatives as well as technology such as Geometer's Sketchpad and the graphing calculator.

GEOMETRY HONORS +

Full Year

Prerequisite: Algebra I and permission of the department

Geometry Honors covers the same material as the Geometry course, but with an even greater emphasis on

developing the theorems and ideas of geometry through problem-solving. Students work through a series of interesting and elegant problems which draw upon all their skills and backgrounds, using group work and individual work. The goal is to encounter the important theorems and ideas of geometry while at the same time developing the student's ability to deal with unfamiliar and non-routine problems. Students in this course should have a strong background in Algebra I topics and enjoy tackling novel problems and developing their own solutions.

ALGEBRA II

Full Year

Prerequisite: Algebra I and Geometry
(Geometry may be taken concurrently)

Algebra is a tool for problem solving, reasoning, communication, and making connections. The emphasis in the Algebra II curriculum is the study of functions, their similarities, differences, and applications. Linear, quadratic, polynomial, rational, exponential, and logarithmic functions are studied in some detail, including symbolic, graphical, and numerical representations. Other topics, including probability, conic sections, and matrices are also covered.

ALGEBRA II HONORS +*

Full Year

Prerequisite: Geometry Honors (or Geometry with proven excellence in Algebra) and permission of the department.

The Algebra II Honors course enhances traditional algebra with in-depth investigations of functions and algebraic applications. Multiple approaches to problem solving are encouraged. Students regularly use numerical, graphic and symbolic methods to model problems. In this course students are expected to take a very active role in their learning, working cooperatively on investigations to make conjectures and find mathematical models for observed patterns. In addition to covering the topics of our Algebra II course in greater depth, the Honors section covers trigonometry as well, and includes additional work in the areas of growth and change, iteration and recursion, and matrix applications.

Students enrolling in Algebra II Honors must have solid mathematical fundamentals, a genuine enjoyment of mathematics and a willingness to pursue it enthusiastically.

PRE-CALCULUS

Full Year

Prerequisite: Algebra II

Pre-Calculus covers the material necessary for subsequent enrollment in a calculus course, though at a pace and level less demanding than that required to prepare for an AP Calculus or full college-level Calculus course. Topics include trigonometric and logarithmic functions, combinatorics and probability, sequences and series, and an introduction to the mathematics of change.

PRE-CALCULUS AB

Full Year

Prerequisite: Algebra II (a strong background is required) and permission of the department

Designed to prepare the student for the AP Calculus AB course, this class provides a comprehensive study of trigonometry, and a revisit of polynomial, rational, exponential and logarithmic functions with an emphasis on rate of change analysis and applications. Students are exposed to polar and parametric functions as well as basic combinatorics and probability and the study of sequences and series. Students enrolling in Pre-Calculus AB must have solid algebra skills, a working knowledge of linear, quadratic and polynomial functions, and a commitment to their work

PRE-CALCULUS HONORS +*

Full Year

Prerequisites: permission of the department and either Peddie's Algebra II Honors course or an in-depth background in fundamental functions (including trigonometric, exponential, and logarithmic)

Pre-Calculus Honors is a rigorous course involving a thorough investigation of numerous and varied mathematical concepts to fully prepare students for the study of calculus. Beginning with a review of functions (linear, quadratic, polynomial, logarithmic, exponential, inverse, trigonometric), as well as their graphs and applications, the course includes further exploration of trigonometric concepts, sequences and series, probability, combinatorics, rational functions, topics in discrete mathematics, and an exhaustive examination of limits and continuity. In the spring, the course follows the beginning of the Calculus BC syllabus with a focus on differential calculus and its applications. Students completing this course with distinction are eligible to enroll in the AP Calculus BC course in the following year.

CALCULUS

Full Year

Prerequisites: Pre-Calculus, Pre-Calculus AB, or Pre-Calculus Honors

The course covers elementary differential and integral calculus with an emphasis on applications. Students work collaboratively to develop calculus concepts and to form connections to their previous mathematics study. The course is designed for the student who wishes to gain an understanding and appreciation of the important theorems of the calculus. While all key concepts of calculus are included in the course, it is not rigorous enough to prepare the student for the AP Calculus exam and does not take the place of a college-level Calculus course.

AP CALCULUS AB +*

Full Year

Prerequisites: Pre-Calculus AB or Calculus, and permission of the department

AP Calculus AB is designed to follow the Calculus AB curriculum established by the College Board. The Calculus AB course is equivalent to one semester of college calculus (three to five credit hours). AB Calculus examines both differential and integral calculus and their applications, focusing on a wide variety of functions, and explores concepts such as limits and continuity thoroughly. Students in this course are expected to possess the determination and the initiative to take on a college-level course as well as the corresponding workload.

Students are required to take the AP Calculus AB exam.

AP CALCULUS BC +*

Full Year

Prerequisite: Pre-Calculus Honors or AP Calculus AB and permission of the department

AP Calculus BC is designed to follow the AP Calculus BC curriculum established by the College Board. The Calculus BC course is equivalent to two semesters of college calculus. A working knowledge of differential calculus is required for entry into this course. One of the objectives of Calculus BC is to continue with a rigorous treatment of calculus by expanding upon the understanding and application of derivatives. The course extends into integral calculus and sequences and series with considerable attention paid to the theories underlying calculus. Placement in Calculus BC is dependent upon the successful completion of prerequisites, the recommendation of the department, and a well-established work ethic. Candidates are expected to possess the determination and the initiative to take on a college-level course and its corresponding workload.

Students are required to take the AP Calculus BC exam.

STATISTICS

Full Year

Prerequisite: Algebra II

The Information Age has been characterized by an explosion in the amount of data about us and our world. As a result, the tasks of representing and analyzing data have grown more and more important. This course explores introductory statistics from the perspective of data visualization. We will study not only basic statistics and data analysis, but also the psychology of perception, the design of computer interfaces, and fundamentals of business

intelligence. We will use computer-based tools to implement our visualizations, including a computer programming environment designed to allow non-technical students to produce professional work. The goal of the course is to give the student the tools to produce effective representations of data both in the classroom and the workplace.

AP STATISTICS *

Full Year

Prerequisite: Pre-Calculus and permission of the department

The AP Statistics course includes the study of all the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to several broad conceptual themes of statistics including exploring data, planning a study, modeling and anticipating patterns, and statistical inference. The course follows the AP Statistics curriculum established by the College Board and includes material that will guide students in conducting and communicating their own statistical analysis. Students will learn standard statistical terms and techniques through presentation of real world cases. All candidates are expected to possess the determination and initiative to take on a college-level course, including the corresponding work load.

Students are required to take the AP Statistics exam.

ADVANCED ABSTRACT AND APPLIED MATHEMATICS +*

Three terms; may be elected independently

Full Credit

Prerequisite: AB or BC Calculus (may be taken concurrently)

Advanced Abstract and Applied Mathematics is designed for students who have excelled in the honors math sequence, typically having completed a level of AP Calculus with distinction. It aims to prepare students for university-level mathematics, to introduce them to topics outside of the calculus sequence, and to expose them to applications in the social and biological sciences.

The three terms of AAAM are independent, and cover the following topics:

- Fall Term: Formal logic and proof, using curriculum and software developed at Stanford University.
- Winter Term: Number theory, exploring topics in classical number theory including unique factorization, Chinese remainder theorem, Fermat's Little theorem, Euler's function, and RSA cryptography.
- Spring Term: Game theory, as applied to game strategies, economics, politics, etc.

MULTIVARIABLE CALCULUS +*

Full Year

Prerequisite: BC Calculus and permission of the department

This course is the continuation of the traditional sequence in the study of Calculus. It extends the tools and techniques of single variable calculus to functions of several variables and applications in three-dimensional space and beyond. Multivariable calculus is used in economics, engineering, physics, business, and any application where problems are modeled by functions with more than one input variable.

COMPUTATION AND MATHEMATICAL SCIENCES

Fall and Winter Terms

Prerequisite: Algebra II. No programming experience is required

The ideal preparation for a career in business, science, or mathematics must include the development of a deep understanding of information technology. This course approaches this task from two directions. We look at current technologies and their history to gain an understanding of the key capabilities of information technology. Concurrently, we develop an understanding of the underpinnings of these devices by writing small model programs using Java.

Applications discussed typically include digital imaging, databases, e-mail, social networking, GPS devices, sound/music storage, etc. Supporting technologies, such as networking and the internet, the chip, hard drives, etc. are also covered.

The course includes readings, group work, some programming, and class presentations. A final project is expected for both terms; there is no exam. During the final project phase, students who would like to develop further as programmers are invited to do so by selecting a programming-oriented project; others may satisfy the project requirements with research and presentation.

INTERMEDIATE PROGRAMMING LAB

Spring Term only

Prerequisite: Computational Mathematics or permission of the department

This course covers more advanced work in the development of computer programs, with particular emphasis on classes, inheritance, and more complex algorithms. The course culminates in a final group programming project.

ADVANCED SEMINAR IN COMPUTER SCIENCE

Two or Three Terms

Prerequisite: Advanced Computer Science Lab or permission of the department

This course includes the study of advanced data structures (lists, trees, etc.) and algorithms and their analysis. In addition to programming, emphasis is on code design and structure, and a more abstract approach to the study of computer science. If the student desires, the work may be aimed to complete the material required for the AP Computer Science exam, though this is not a requirement of the course.

INDEPENDENT PROJECT IN COMPUTER SCIENCE

The diverse backgrounds of Peddie's computer students make it impossible to satisfy all with a single curriculum. Instead, Peddie offers an independent project program in which students study and write programs on their own under the guidance of a teacher who acts as the project advisor. Past projects have involved; study of other programming languages; special topics, such as neural networks, web design and publishing, among others.

SCIENCE DEPARTMENT

The Science Department introduces students to the ideas and theories that will help them to make sense of the world in which they live. The science curriculum provides learning experiences that build a foundation of knowledge and skills, encourage students to form opinions in a scientific manner, stimulate their curiosity about the natural world, and enable them to apply scientific methods to a variety of human endeavors and life experiences.

The Science Department is committed to implementing its mission by:

- providing a diversified curriculum that meets the needs of students of varying abilities and interests
- making the laboratory experience a vital and integrated part of our courses, including
 - developing the ability to interpret data and construct hypothesis
 - relating theory to experiment and understanding graphs and equations as portrayals of scientific concepts
 - learning how to use scientific equipment (both traditional and computer-based) effectively and safely
 - writing clear and persuasive lab reports
- helping students see connections between ideas both within and across disciplines:
 - making scientific knowledge relevant to students' lives so they can see how science relates to their world
 - enabling students to see how scientific ideas provide "unity within diversity", tying together disparate phenomena using a small number of broad principles
 - exploring cross-subject and cross-disciplinary work where appropriate
- developing students' facility for critical thought:
 - learning how to question, investigate, and explore, especially in laboratory and investigative work
 - learning how to read with discernment, analyze scientific claims, and draw conclusions
- providing a supportive atmosphere for science faculty to remain current with new scientific trends and discoveries

* Courses designated with a star require a substantial outside-of-class commitment. These courses may involve an average of more than 45 minutes of homework per night. Students electing these courses should take this into account when designing their overall schedule.

CHEMISTRY

CHEMISTRY

Full Year

This course introduces students to chemistry by investigating real-world problems. Each unit starts with a contemporary chemistry related concern that serves as a motivational framework upon which appropriate chemistry is introduced and developed. Through lab investigation and skill building exercises, students investigate key chemical concepts typically found in a first-year high school course. Topics covered include solution chemistry, atomic structure and bonding, properties of materials, petroleum chemistry, thermodynamics, atmospheric chemistry and the gas laws. The course is designed for students currently enrolled in algebra one.

QUANTITATIVE CHEMISTRY

Full Year

This course is an introduction to chemistry with an emphasis on reaction chemistry and the development of problem-solving skills. Lab inquiry is an important part of the course to both develop lab skills and enhance students' understanding of the material studied. Topics include matter and its changes, atomic structure and bonding, the mole, stoichiometry, reactions in aqueous solutions, acids and bases, thermodynamics, and gas laws.

CHEMISTRY HONORS*

Full Year

This rigorous and fast-paced introduction to chemistry is intended for highly-motivated students who possess strong mathematical abilities. This course investigates the fundamentals of inorganic and physical chemistry and

lays a foundation in atomic structure and bonding, stoichiometry, and chemical reactions. While the topics examined in this course are similar to those studied in Peddie's other introductory chemistry courses, the material is covered in greater depth and with more mathematical rigor. Students' problem-solving and lab skills are developed with extensive investigation into qualitative and quantitative analysis experiments.

QUANTITATIVE CHEMICAL ANALYSIS

One Term: Fall or Winter

Prerequisite: One year of Chemistry

This laboratory intensive class is a one term companion class to AP Chemistry designed to give students a college laboratory experience. Through lab investigations, students enhance their understanding of the qualitative and quantitative aspects of chemical reactivity. Current technology is used to construct real-time graphs as students collect data for quantitative analysis. Student's data analysis skills are sharpened with written lab reports and statistical analysis of class data. In this course, students complete approximately half of the labs required in the College Board curriculum.

INORGANIC AND PHYSICAL CHEMISTRY

Full Year

This course provides an overview of Chemistry for students who have transferred to Peddie and have not yet studied Chemistry or who have taken Chemistry (Chem Comm) and would like to undertake a more mathematically rigorous study of Chemistry before embarking on an undergraduate study of science or engineering. Similar to Peddie's other introductory chemistry courses, the course covers atomic structure and bonding, principles of chemical reactivity, stoichiometry, solution chemistry, acids and bases, thermodynamics and the gas laws. Qualitative and quantitative investigations enhance students understanding of the material and develop problem-solving and lab skills. Students who have taken Honors or Quantitative Chemistry should not take this course.

AP CHEMISTRY*

Full Year

Prerequisite: Recommendation of the Department

This rigorous, fast-paced course is designed to prepare students for the AP Chemistry Exam in May. Following the outline of the College Board, this second year chemistry course investigates the fundamentals of inorganic and physical chemistry. Topics include qualitative and quantitative aspects of chemical reactivity, gases, kinetics, equilibrium, thermodynamics, electrochemistry, nuclear chemistry, and an introduction to organic chemistry. This course is recommended for motivated students who intend to pursue chemistry, engineering or life-science (including pre-medical) study in college. Students are required to take Quantitative Chemical Analysis concurrently in the Winter Term.

ORGANIC CHEMISTRY

Fall Term

Prerequisites: Chemistry (at any level)

Experimental Organic Chemistry is a laboratory intensive course designed to introduce students to the chemistry of carbon-based compounds. Are "natural" products different from those that are chemically synthesized? Students will investigate this question using advanced separation and purification techniques to isolate natural products. The chemistry of key functional groups will then be explored in synthesizing similar products. Students will learn qualitative and quantitative analytical techniques to confirm the molecular structure of isolated and synthesized products and to determine compound purity. Students interested in pursuing a career in chemistry, medicine or the life sciences are strongly encouraged to take this course.

EXPERIMENTAL BIOCHEMISTRY

Spring Term

Prerequisites: one year of Chemistry and one year of Biology. You do NOT need to have taken the Fall or Winter terms to take this class

In this laboratory intensive course, students will investigate the organic chemistry of biologically active molecules. Interested in how the food you ingest fuels your athletic endeavors on the field? Curious about why some compounds are wonder drugs, yet similar compounds are lethal in microscopic doses? Intrigued about how a firefly produces its glow? These topics and others will be investigated as we study the chemistry of metabolism, the effect of drugs and environmental contaminants on metabolism, and explore the chemistry underpinning some very interesting biological phenomenon. Students interested in pursuing a career in chemistry, medicine or the life sciences are encouraged to take this course.

BIOLOGY

BIOLOGY

Full Year

This introductory Biology course emphasizes those characteristics similar to all living systems. Topics include cell structure and function, the obtaining and utilization of energy sources, genetics and evolution, fundamental life processes, and basic ecological relationships.

BIOLOGY HONORS *

Full Year

Prerequisite: Recommendation of the Department

Biology Honors is intended for students who possess a strong aptitude for science and who have developed good reading and writing skills. The course focuses on characteristics and processes common to all organisms. Topics are those covered in Biology (above) but in greater depth. Students who take this course will be encouraged to take the Biology SATII in June.

AP BIOLOGY *

Full Year

Prerequisites: Biology and Chemistry and permission of the department. Physiology must be taken concurrently in the winter.

This course, which prepares for the Advanced Placement Examination, focuses on three main areas of contemporary biology: molecules and cells, heredity and evolution, and organisms and populations. While it entails mastery of a great deal of detail, at the same time it concentrates on major themes applicable throughout the curriculum: energy transfer; continuity and change; regulation; interdependence; relationship of structure to function; evolution; science as a process; science, technology and society. Throughout the course emphasis is placed on the important point that, despite their many differences and ways of life, organisms must be adapted to carry out similar functions and that there is unity within the great diversity of life.

All students will be required to take the AP Biology Examination in May.

MICROBIOLOGY

Fall Term

Prerequisites: none

Microbes are organisms so small, they are often invisible to the naked eye, yet we cannot escape them. They can make a home anywhere from thermal vents, to soil, to your very own digestive tract. This course analyzes different classes of microbes and their role in the world we live in...from recycling nutrients to producing foods, to causing disease. We will explore the diversity of the microbial world through class discussions, reading assignments, and lab experiments.

MOLECULAR GENETICS

Winter term

Prerequisites: one year of biology

This course will offer students a hands-on opportunity to work with DNA. Students will learn how to cut out specific genes for antibiotic resistance and for fluorescence and insert them into new DNA, and how to transfect these new genes into bacteria. Students will also extract DNA and proteins from cells. Students will extract their own cheek cells and use PCR to amplify certain genes. If time permits, students will design and create their own bacteria.

PHYSIOLOGY

Fall or Winter Terms

Prerequisites: one year of Biology and one year of Chemistry

Students enrolled in AP Biology MUST take this course concurrently with AP Biology

Physiology is a laboratory-intensive course designed to provide students with an in-depth lab experience in biology. This single-term course surveys the major mammalian and human physiological systems. The human organism is the major topic in lecture sessions, but the lab component will make use of various vertebrate and invertebrate models. Topics of study include respiration, circulation, the immune response, the nervous system, the musculoskeletal system, and the endocrine system. Students are expected to write formal lab reports. Tests and examinations are rigorous and address published College Board objectives. This course is a required adjunct to AP biology and approximately one third of the laboratory experiments required in the AP Biology syllabus are covered. Students not enrolled in AP Biology may take this course as an elective after successful completion of one year of Chemistry and one year of Biology.

BIOCHEMICAL FORENSICS I and II

Spring Term or Fall Term

Full Credit

Prerequisites: one year of Biology and one year of Chemistry

In this course we learn how modern scientific methods are applied to solve crimes. If you are a CSI addict, this is the course for you! We do fingerprinting, hair and fiber analysis, blood typing and DNA analysis. We learn how to preserve the integrity of the crime scene, and how to “recreate” the crime. Students work in groups to solve mock crimes, and the course concludes with a final crime scene investigation. Biochemical Forensics I and II do not cover the same material, and students may take them in any order.

EVOLUTION OF THE UNIVERSE AND THE EMERGENCE OF LIFE

Spring term

Prerequisites: none, only open to Juniors and Seniors

How old is the universe? How did it start? What is our place in it and how and when did life begin on Earth? The evolution of the universe from one whose periodic table initially contained only two elements to one that sustains multicellular life is an epic tale on the grandest of all scales. This one-term elective will examine the history of the universe from its origins to the emergence of life on Earth. An integrated approach will be used to discuss the physics of the early universe, the formation of the sun and planets, the geology of the early earth, the chemistry of the primeval oceans and atmosphere, and finally the biology of the evolutionary processes that brought about single and multicellular life.

Text: *Our Cosmic Origins* by Armand Delsemme

PHYSICS

MATHEMATICAL PHYSICS

Two Terms in succession: Fall and Winter

Juniors are expected to take Electricity and Magnetism in the Spring Term

Prerequisite: successful completion of Algebra II

A laboratory-based course surveying the main ideas of “classical” physics: motion, force, and energy; waves and sound and light and optics. Extensive use is made of personal computers, both in lab as data collection and analysis

tools and in class for model-building, simulations, and tutorials. Problem-solving is emphasized throughout the course, and students who enroll in it should be comfortable with mathematical manipulations. Mathematical Physics is designed for students interested in pursuing engineering, life science, or premedical curricula in college.

PHYSICS

Two Terms in succession, Fall and Winter

All students are to complete the first two terms. Juniors are expected also to take Physics of the 20th Century in the spring.

This course focuses on the fundamental ideas of energy and energy conservation in real-life situations. Students are introduced to the concept of energy in its mechanical form as well as in its other forms—electrical, gravitational, elastic, thermal, nuclear, etc.—in order to allow students to see the unity of physical ideas underlying what seem to be dissimilar phenomena. The focus is on classical physics. Although basic algebra is required, emphasis is placed more on understanding the important concepts of physics rather than on mathematical manipulations in problem solving. The main goal of this course is to teach students how to think scientifically. Students are expected to get into the habit of thinking about the physics problems in the world around them. Laboratory exercises are designed to teach students the use of both basic measuring devices and state-of-the-art technology and range from college-level lab experiments to the design of students' own basic experiments in open-ended assignments. In addition to in-class laboratory exercises, students are assigned informal home experiments and exploration projects to facilitate observation and discovery of physics laws and principles in the world around us.

PHYSICS OF THE 20TH CENTURY

Spring Term only

This course introduces the two revolutionary physical theories developed in the 20th century, relativity and quantum mechanics, along with their offspring such as nuclear and particle physics, cosmology, and grand unified theories. Students will explore ideas from modern physics that range from the fanciful (like time travel) to the critically important (like nuclear radioactivity). Although basic algebra is required, the emphasis will be more on the understanding the important concepts of modern physics rather than on mathematical manipulation. Laboratory exercises will be designed to teach the use of both basic measuring devices and state-of-the-art technology and will range from the open-ended exploration hands-on activities to college level lab experiments. No previous background in physics is required.

PHYSICS HONORS

Full Year

By recommendation only

Physics Honors is designed for students with strong aptitude for and interest in the sciences and who have strong ability in mathematics. The topics covered are essentially those of Mathematical Physics and Electricity and Magnetism (see above) combined, but the treatment is considerably more comprehensive and theoretical.

ROBOTIC ENGINEERING

Full Year

Prerequisites: Honors Physics or Math Physics (may be taken concurrently) or permission of the instructor

This course introduces students to robotics and engineering concepts with a focus on the analytical skills and technology associated with the theory, design, construction and application of robots. Student projects include the design, programming and construction of fully autonomous (no remote controls!) robots capable of completing complex tasks. The hands-on curriculum focuses on the use of the XBC mobile robot controller. Students program their robots using Interactive C (a version of C++ programming language). Prior computer programming experience and engineering design experience is not required for this course. During the spring term students will compete in a national robotics competition called Botball.

ADVANCED RESEARCH PHYSICS

Full Year

Prerequisites: one year of Physics

Advanced Research Physics is a year-long investigation into topics in contemporary physics. Experimental techniques developed may include: spectroscopy and optics, electrical circuitry, vacuum techniques, and the design and fabrication of mechanical systems. A theoretical underpinning, especially in quantum theory and electronic circuits, is provided in order to carry out the experimental project.

NOTE: This course does not prepare students for an Advanced Placement exam in Physics.

UNIVERSITY PHYSICS

Full Year

Prerequisite: an introductory physics course; Calculus; recommendation of the department

The Advanced Physics C course is a rigorous second-year course for Peddie's most able and motivated physics students. Its primary purpose is to prepare students for the AP Physics (Level C) exam in May. The course is divided into two parts: Mechanics (kinematics, dynamics, work and energy, momentum and collisions, rotational motion, gravitation, oscillations) and Electricity and Magnetism (electrostatics, electrical energy, current and circuits, magnetism, induction, Maxwell's Equations), each of which take about half the year. Differential and integral calculus is used throughout the year.

All students will be required to take the AP Physics Examination in May.

ASTRONOMY

Spring Term

Prerequisites: None, open to all grades

When and how did our universe originate? How was Earth formed, and how long will our sun exist? What are the rings of Saturn made of, and why may our descendants one day colonize the Kuiper Belt? How close is the nearest star, and will we ever reach it? Are there other sentient beings in the Universe, and if so, will we ever meet them? In addition to studying material in reference to questions like these, students will have the opportunity to explore the night sky with one of Peddie's telescopes and view and photograph objects of outstanding beauty, such as Earth's moon, planets of our solar system, and distant galaxies and nebulae. For day students, observation sessions will be optional. We will complement these topics by exploring their use in film and literature.

AP ENVIRONMENTAL SCIENCE

Full Year

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. However, there are several major unifying themes which cut across the many topics included in the study of environmental science. The structure of AP Environmental Science is based on a number of these themes, including: energy conversions underlie all ecological process, the Earth is an interconnected system, humans alter natural systems, environmental problems have a cultural and social context, and human survival depends on developing practices that will achieve sustainable systems. Specific topics to be investigated include: earth systems and resources, the living world, population, land and water use, energy resources and consumption, pollution, and global change. A strong laboratory and field component will be essential to the class, enabling students to learn about the environment through firsthand observation.

All students will be required to take the AP Environmental Science Examination in May.

PSYCHOLOGY

NEUROSCIENCE AND BEHAVIOR

Full Year

Prerequisites: one year of Biology and one year of Chemistry

This class examines the inner workings of the brain and its influence on everything human. In particular, we investigate the social, developmental, and behavioral influences on the brain and the role of the brain in those areas. Students develop their ability to think critically through the reading of relevant research as well as in the formulation and implementation of their own experiments. This learning is further enhanced through lecture, demonstrations and formal lab time. This class is designed to help students gain a deep understanding of the most important topics in human behavior including: development, learning, memory, sensation and perception, psychopathology, and motivation.

AP PSYCHOLOGY *

Full Year

Prerequisite: recommendation of the department

AP Psychology is a three-term course designed to introduce students to the basic principles of human behavior and thought. It is the equivalent of a college introductory psychology course. Among the topics studied are biopsychology, sensation and perception, learning, motivation, child development, social psychology, and abnormal psychology. Films, class discussions, and computer simulations are used to supplement the text.

Students are required to take the AP Psychology Examination in May.

ATHLETIC DEPARTMENT

All 9th grade students are required to participate on an interscholastic athletic team in the fall term. We believe it is important for our younger students to be actively connected to the school and its activities throughout their first year of school. Thus, all 9th grade students are also required to participate on an interscholastic athletic team or drama production in the spring term. However, 9th grade students who have earned a varsity letter in each of the fall and winter seasons will be exempt from the requirement during the spring term and may choose to take a Physical Activities class instead. They may participate in interscholastic athletics in the spring term if they would like.

Athletics are an important part of the balanced curriculum at Peddie. The Athletic Department is committed to the intellectual, social and moral growth of our students and strives to challenge our student-athletes to reach for levels of personal achievement not previously attempted or attained. We believe that athletics are an extension of the classroom, providing many opportunities for students to learn more about themselves as well as the value of sports. Students learn to make a commitment, to work towards a goal, to respect themselves and others, and to appreciate the importance of physical well-being. Through participation in sports, students learn sportsmanship, discipline, personal integrity, work ethic, teamwork, time management and perseverance—qualities that will assist them in achieving success throughout their lives.

The Peddie athletic program provides opportunities for our students to develop their talents and to undertake new challenges. We encourage our students to try a new sport or to sharpen their talents in an area of established interest. On an individual level, athletic participation helps develop respect for one's own physical courage and emotional achievement while enabling student-athletes to develop already recognized talents and challenging them to reach for new levels of achievement through sport. In the unique setting of a team, participation in athletics enables students to work collaboratively, physically, and emotionally. Student-athletes learn how to depend upon each other and be responsible to their teammates. Together they learn to compete, to endure, to succeed, to lose and to win.

The athletic program at Peddie provides student-athletes and teams opportunities to grow and mature at appropriate levels. We strive to present a range of offerings that allow all students to participate in a comprehensive athletic program with a variety of levels of competition and challenges, either interscholastically or through the Physical Activities program. These offerings challenge our students to set personal goals and work toward the realization of these goals.

INTERSCHOLASTIC ATHLETIC PROGRAM

V=Varsity JV=Junior Varsity F=Freshman N=Novice

FALL SPORTS

Boys' Crew	Club
Girls' Crew	Club
Boys' Cross Country	V, JV
Girls' Cross Country	V, JV
Field Hockey	V, JV
Football	V, JV
Boys' Soccer	V, JV, F
Girls' Soccer	V, JV
Girls' Tennis	V, JV
Swimming (Coed)	V

WINTER SPORTS

Boys' Basketball	V, JV, F
Girls' Basketball	V, JV
Boys' Swimming	V
Girls' Swimming	V

Boys' Indoor Track V
Girls' Indoor Track V
Wrestling V, JV

SPRING SPORTS

Baseball V, JV, F
Boys' Crew V, JV, N
Girls' Crew V, JV, N
Boys' Golf V, JV
Girls' Golf V
Boys' Lacrosse V, JV
Girls' Lacrosse V, JV
Boys' Tennis V, JV
Boys' Track and Field V
Girls' Track and Field V
Softball V, JV
Swimming (Coed)V

PHYSICAL ACTIVITIES PROGRAM

FALL

- Center Campus Games
- Fitness
- Yoga
- Kickboxing
- Intro to Golf
- Fall Play

WINTER

- Turf Sports
- Fitness
- Kickboxing
- Bowling
- Yoga
- Winter Musical

SPRING

- Center Campus Games
- Fitness
- Yoga
- Kickboxing
- Spring Play