



SANT BANI SCHOOL
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Principal

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High School Program of Study

Dear Students and Parents,

These pages contain information about the courses available at Sant Bani School for the Upper School grades 9-12. The curriculum provides core academic content as well as a range of elective courses to prepare students for a full educational life in a variety of college and university settings. We are always pleased to report the academic and career successes of our alumni. Our graduating student body enjoys an almost 100% college acceptance rate and average of SAT scores, one of the indicators of academic achievement, well above most of the public and independent schools in our area of draw.

This time of year students need to assess their course load and academic strengths then choose the top elective choices that fit their personal range of study, college goals and life interests. Discussion and input from parents, faculty, and an academic advisor at school is essential to the process. In our schedule older students have more choice from the thirty-three electives that we currently offer. We have included the handbook information to assist in giving you the overview of our expectations and graduation requirements. The completed schedule of elective choices should be returned the school no later than our return after Memorial Day weekend on May 26.

Finding a happy, safe and healthy balance of academics, the arts, extra-curricular choices and summer activities requires communication as well as sustained strong home and school support. Your choice of Sant Bani School indicates that you value a strong academic education as well as an atmosphere that promotes individual growth. We are here to answer your questions and support you in every way that we can.

Thank you,

Richard Danahy, Dean of the High School

Jonathan Powell, Dean of Academic Studies

Some Related Sections from the Sant Bani School Parent/Student Handbook:

CHOOSING COURSES

In spring, sign-up forms and information about the next year’s electives are given to High School students. Some of the proposed courses on the elective sheet might be eliminated from the list of actual course offerings by the time the school year begins; final course offerings depend upon the choices and needs of the students. The student, in consultation with parents and advisor, chooses the courses that she or he would like the next year, including some back-up choices in case some chosen courses are eliminated or if there are scheduling difficulties. The advisor and a parent must sign the form. The actual course schedule is determined during the summer and distributed to the students just before the beginning of the school year.

A six-course load is considered to be a heavy one. In order to be eligible to take six courses, a 9th Grader must have been on the Honor Roll for the preceding semester. A student in Grades 10, 11, or 12 must have had an average of 2.6 or above at the end of the previous semester, with no grades in the D or F range. Once a student has enrolled in a sixth course, she or he may remain in the course until it is completed; that is to say that a student will not be required to drop a sixth course mid-way through because of low grades.

ELECTIVES

High School students, especially in the upper grades, may choose electives. Electives are courses beyond the minimum requirements. They include advanced offerings in math, science, and foreign language; art courses; social studies offerings for juniors and seniors, such as psychology, contemporary issues, and anthropology; dance or theater; and topics in English. They may last for a full year or for a semester.

GRADUATION REQUIREMENTS

Graduation requirements for the High School include the successful completion of a variety of courses. A student must have a total of 19 credits (2 semesters = one credit) to graduate. Seventeen credits of High School work must be in the following areas:

Subject	Credits
English	4 credits
Math	3 credits
Foreign Language	3 credits, or completion of level 3
World Religions	1 credit
Social Studies	2 to 3 credits, including U.S. History
Science	2 to 3 credits
(Science and Social Studies credits must total at least 5)	
Health Education	1 (one quarter credit each year)

Credit is granted for work above failing. Requirements for moving on in sequential courses may vary (e.g., a C- or better to advance from French II to French III). Exceptions to the above may occur only with the written approval of the Department Head and the Administration.

In order to move from one grade level to the next, the student must pass English for the year. If there is a different English teacher each semester, the student must pass each semester. If a student receives an F, she or he may make arrangements with the school for making up the work in a summer school program.

LIST OF ELECTIVE COURSES.

Courses are listed here by Department. Some courses are offered alternate years, so planning ahead is important. These are all in addition to the regular yearly curriculum of courses scheduled for students. Note the requirements for Language, Science and Humanities. It is *strongly* recommended that every student also include at least one Art or Performing Arts elective during high school.

ENGLISH DEPARTMENT. Karen Bicknell, Dept. Head , khbick@santbani.org

WRITING ELECTIVE - Brenda Diederich, Instructor (open to 11-12)

[Next Offered Fall 2010-11; Alternate years]

Students will write, write, write. Creative writing will be the focus of the course, but some essay writing and poetry will be part of the course as well. Papers will not be given a letter grade. Instead, a portfolio will be kept by students and will be subjected to a pass/fail evaluation. During the first week, the class and I will determine what constitutes a passing grade. For example, a total of 15 finished papers may be required from each student. Of those 15 pieces, 8 might be creative pieces, 4 might be poems, and 3 might be essays. Students will be expected to share their writing and will be expected to critique the writing of their classmates.

SOCIAL STUDIES DEPARTMENT. Brenda Diederich, Dept. Head brenda@santbani.org

GENDER STUDIES - Karen Bicknell, Instructor (Open to 11-12)

[Offered 2009-10; Fall, Alternate years]

“Virtually every society known to us is founded upon assumptions of gender difference and the politics of gender inequality.” From Michael Kimmel’s *The Gendered Society*.

In this one semester introduction to gender studies, we will explore the various ways in which these “assumptions of gender difference and the politics of gender inequality” impact women’s and men’s lives today through the lenses of literature, film, history, and the media. Race, class, geography and other issues affecting both men and women will come into our discussions.

Students will be expected to read, research, write, and contribute to discussions and group projects. Offered in alternate years.

RUSSIAN STUDIES - Pam Hunt, Instructor (Open to 9-12)

[Offered 2009-10; Fall, alternate years]

This course will be an interdisciplinary look at Russian studies. Russian culture will be described through literature, for example, folktales and their illustrations or short stories of the time period, along with history, art, music and architecture. There will be also be an introductory look at the language, both oral and written; students will be able to write and speak some basic words and phrases. This course is offered for one semester so the history segment is focused on the czarist era.

ECONOMICS OF ADULT LIVING - Rose Marie Marinace (Open to 11-12)

[Next Offered 2010-11; Spring, alternate years]

The three major goals of this course are:

1. To develop cognitive and personal skills that can be effectively used to explore personal and social economic issues for more effective citizenship.
2. To develop a working knowledge of basic economic principles and laws.

3. To provide a basic introductory foundation in micro and macroeconomics for further pursuit on the college level.

This will be accomplished through application of textbook principles to real life simulations. There will also be a comparative economics/government component this year, with some critical analysis and comparison of Communism, Socialism, and Capitalism.

Three major projects are planned for the semester. The first is a quarter-long project to be done on an individual basis called "An Introduction to the Real World." This project introduces students to economic experiences such as renting and buying a home, purchasing a car, purchasing auto, home, and health insurance, and planning for the future. The last two projects planned involve students in pairs. First they will plan a wedding and tabulate the entire cost while reviewing the options. And finally, they will determine the costs involved in having a child from pre-natal doctor visits to the graduation shoes their senior year! If time allows for a fourth project, students will develop and market a product of their own.

THE 20th CENTURY – (Offered in 3 sections, taken in any order. Open to Grades 10-12)

[Next Offered 2010-11; Spring, Alternate years]

What was the 20th Century really like? What books, movies, plays, songs, poems, paintings, popular culture, and dances influenced people who lived during this century? How did WWI, Women's Suffrage, The Depression, WWII, The Korean War, The Cold War, The Civil Rights Movement, The Women's Movement, The Hippie Movement, The Iran/Iraq War mold the course of history? This course is an interactive, interdisciplinary approach to the 20th Century that is intended to lead students to a larger understanding of 20th Century culture, with an emphasis on American culture. It will be team taught and decades will be approached from a thematic perspective rather than a chronological perspective.

The 20th Century: Beginnings and Endings – Brenda Diederich, Ann Saunderson

What were the years 1900-1920 and the years 1980-2000 really like? What books, movies, plays, songs, poems, paintings, popular culture, and dances influenced people who lived during these decades? How did events like The Boxer Rebellion, The Wright Brothers, The invention of the model T, The invasion of Afghanistan, The Challenger Disaster, The Persian Gulf War, the election of Thomas Clarence to the Supreme Court mold the course of history? This course is an interactive, interdisciplinary approach to the 20th C which is intended to lead students to a larger understanding of 20th C culture, with an emphasis on American culture. It will be team taught and decades will be approached from a thematic perspective rather than a chronological perspective.

The 20th Century: The 20's, 30's, and 40's – Brenda Diederich, Ann Saunderson

What were the 1920s, 1930s and 1940s really like? What books, movies, plays, songs, poems, paintings, popular culture, and dances influenced people who lived during these decades? How did Women's Suffrage, Prohibition, The Founding of the Academy of Motion Pictures Arts and Sciences, The Depression, WWII, Japanese-American Internment mold the course of history? This course is an interactive, interdisciplinary approach to the 20th C which is intended to lead students to a larger understanding of 20th C culture, with an emphasis on American culture. It will be team taught and decades will be approached from a thematic perspective rather than a chronological perspective.

The 20th Century: The 50's, 60's, and 70's – Brenda Diederich, Ann Saunderson

What were the 1950s, 1960s and 1970s really like? What books, movies, plays, songs, poems, paintings, popular culture, and dances influenced people who lived during these decades? How did

McCarthy-ism, the Korean War, the Cold War, the Civil Rights Movement, The Women's Movement, The Hippie Movement, the oil crisis, all mold the course of history. What about rock and roll, folk, the British Invasion, absurdism, Op Art, Pop Art, Twiggy, The Age of Aquarius, Woodstock, disco, and integration. This course is an interactive, interdisciplinary approach to the 20th C. which is intended to lead students to a larger understanding of 20th C culture, with an emphasis on American culture. It will be team taught and decades will be approached from a thematic perspective rather than a chronological perspective.

PSYCHOLOGY - Brenda Diederich (Open to 11-12)

[Offered 2009-10; Spring, Alternate years]

The primary focus of psychology is the complexity of everyday behavior. The main objective of this course is to introduce students to those topics considered essential to a basic foundation in psychology and to provide students with an understanding of psychology as a natural and social science. Since students want to know what is pertinent to their own lives, and to the problems of society, special attention will be given to the application of theoretical advances in psychology. Specifically, students will become familiar with the specialized fields of psychology. They will come to understand the concepts and theories related to learning strategies, maturation, the developmental phases of childhood, adolescence, adulthood, and old age, death and dying, psychosis, neurosis, and personality disorders. Offered in alternate years.

UNITED STATES HISTORY for INTERNATIONAL STUDENTS – Pam Hunt, Instructor

[Offered 2009-10; Fall and Spring]

This class is an overview of the history of the United States beginning with early explorations through current events. There will be more of a focus on the Constitution and on Supreme Court cases, especially those with an impact on civil rights and public policy. The text used will be *Don't Know Much about History* by Kenneth Davis, and other references including McDougal Littell's *The Americans* and *Courtroom Drama: 120 of the World's Most Notable Cases*. Some possible movie segments to be viewed will be from 1776, The Industrial Revolution, The Amistad, and All the President's Men. There will also be field trips to Strawberry Banke and Plimoth Plantation for examples of some of the architecture and home furnishings of various time periods in American history. The course will have project based learning as well as discussion and research components.

ART DEPARTMENT. Ann Saunderson, Dept. Head, anns@santbani.org

HIGH SCHOOL ART -- Ann Saunderson, Instructor (open to 9-12)

[Offered all semesters; by semester]

The purpose of this course is to acquaint students with some basic art skills. These would include drawing, design, principals of composition, work with color and value, and an introduction to a variety of media including charcoal, conte crayon, pastel, acrylics, oil sticks, and several printmaking processes. We will also be working with clay, plaster, and various found items that can be used in both 3D and mixed media projects.

The high school art program has a number of facets. Students are expected to keep, maintain and fill a sketchbook over the course of the year. They are introduced to and tested on the identification of various notable artists. They work in class on skill development and on open-ended projects assigned to expand their ways of thinking about the world around them and the place of art in our society. At the end

of a project students critique their own work as well as that of their classmates developing analytical skills and ways to positively discuss the work of others with a newly found 'art' vocabulary.

The Art department makes every effort to take several field trips over the course of the year. These may be to museums such as the MFA in Boston, the DeCordova Museum in Lincoln, Massachusetts, the Hood Museum at Dartmouth. One year we trekked out to Mass MoCa in western Massachusetts where we camped out for the night and visited the museum. We also go on trips to draw and paint. These have included Portland, Maine; St. Gaudens State Park in Cornish, New Hampshire; downtown Concord, and some beautiful spots locally.

At the end of the year students *may* put together a final exhibit, usually theme based, that is largely in their hands - this includes set up, invitations, refreshments, and clean up. The themes vary from fashion shows to works involving water in pools. One year we created a miniature golf course with each student designing their own hole that visitors could actually play through. Students are encouraged to take part in several competitions and juried exhibits, but there is little pressure to do so.

Because the classes are made up of both skilled and novice artists, each student is judged on an individual basis and not in comparison to others in the class. Grades, while somewhat subjective, are based on a commitment of time and energy towards the course.

While there is no course text, students read the bi-monthly "Scholastic Art Magazine" and this year will view the new PBS series 'Art-21,' which provides an in-depth look at contemporary art and artists. The videos show the artists at work as well as their explanations about their creative process; why they work the way they do.

ART INDIVIDUAL STUDY Ann Saunderson, Instructor (1 quarter) (open to 11-12)

[Offered Yearly; by quarters, Fall and Spring]

This is for students who have previously had at least one semester of art. Students need to present a proposal and get approval through the *Individual Study* process. There will be a regular classroom schedule but each student will work independently.

VISUAL MEDIA IN OUR CULTURE-- Ann Saunderson, Instructor (open to 9-12)

[Next Offered 2010-11; Fall, Alternate years]

This course looks at the impact of visual media on our culture. We are bombarded daily with images that we 'read' with ease but rarely really consider. We will learn to understand the competing social and economic forces that influence the media and vice versa. We will learn to recognize the media's influence on how we perceive reality. We will try and answer some of the following questions. When is an image art, and when is it advertising, propaganda, or capitalism? How powerful is the visual image? Is it more influential than the written word? Do we really decide what we like, or does our culture decide? What is the global impact of our practices? There will be assignments that involve creating logos and redesigning ads. This means students will from time to time be expected to do something that has to do with the graphic design aspect of art.

SCIENCE DEPARTMENT Robert Schongalla, Dept. Head , robert.schongalla@santbani.org

CHEMISTRY Scott Clark, Instructor (open to 11-12; 10 with permission of Dean of Studies)

[Offered Yearly; Fall and Spring]

This is a survey course covering standard topics of introductory chemistry - methods of science, properties of matter and energy, atomic structure, chemical bonding, organic chemicals, and various types of chemical reactions. Extensive use of the lab will provide hands-on experience.

ADVANCED CHEMISTRY Scott Clark, Instructor (open to 11-12 prerequisite 1 yr. Chemistry)

[Offered Yearly; Fall semester only]

An advanced class dealing with topics of chemistry, leading to the connections and interrelatedness with biology. Beginning with a general review, we will then go on to acids/bases, oxidation-reduction reactions and electrochemistry. After another quick review of organic compounds, we will spend some time with organic reactions and biochemistry. This will hopefully set us up for discussions on energy, from a strictly biological standpoint.

This will be a very self-directed, lab-oriented class. The usual criteria and expectations will continue regarding homework, labs, and quizzes.

ADVANCED BIOLOGY Scott Clark, Instructor (open to 11-12 prerequisite 1 yr. Biology)

[Offered Yearly; Spring semester only]

Discussions on energy from a biological standpoint (Darwin, organisms struggle for existence, etc.) will continue. We will progress to points of calculating free energy and amounts of entropy (variability, natural selection and origin of species). My goal is for the entire semester to deal with the genetic basis of evolution, culminating in symbiotic relationships exhibited in the wild. Again, much reading will be assigned, as well as self-directed lab work.

PHYSICS Richard Danahy, Instructor (open to [10] 11-12)

[Offered 2009-2010; Fall and Spring semester, Alternate years]

In this course we will study the discovery, conceptual understanding, and appreciation of the patterns in our physical world. The class will incorporate as much math as students can handle in this understanding, assisted by data-taking devices, graphing calculators, and computers. Some material to be covered include: forces, motion, work, heat and energy, dynamic systems, waves, sound, light, and electricity. We will look at topics from the atomic to the cosmic scale.

There will be many class demonstrations and weekly labs, some outdoors usually in teams, where students will observe and measure phenomena. We will view the progression of science discoveries and shifts in perception of the physical world through biographical sketches of many natural philosophers. Team projects will be based on current topics such as sustainability and energy-relevant topics.

As with all sciences, students should be prepared for 30-45 minutes of homework per class meeting, and expect to construct lab reports and make presentations.

ADVANCED PHYSICS Richard Danahy, Instructor (prerequisite Physics)

[Next Offered 2010-11; Fall semester, Alternate years]

We will cover several modern physics topics including further studies of magnetism and electricity, quantum particles, energy theories, relativity, some basics of space-time, cosmology and black holes, new materials, and technologies as well as string theory. This elective course is for students who have already taken physics and also those considering the SAT topic test in Physics.

ENVIRONMENTAL SCIENCE Todd Schongalla, Instructor (open to 9-12)

[Next Offered 2010-2011; by semester Fall and Spring, Alternate years]

This course covers local ecology, natural resource management, and environmental policy and theory. We explore the ecological roles of local animals, trees, and plants. We discuss current environmental issues at all levels--from the local to the international. Issues covered include deforestation, overpopulation, alternative energy, biodiversity, public land management, water quality, and the use of

chemical pesticides and fertilizers. We also learn about leading environmental organizations and examine the lives and philosophies of key leaders like John Muir, Aldo Leopold, Rachel Carson, and David Brower.

INDIVIDUAL STUDY. Jon Powell, Dean of Studies (Open to 11-12; Computer and Art 9-12)

If a student wishes to fill an academic need that is not met by the standard course and elective structure, one course per semester of *Individual Study* is a possibility. The student in consultation with advisor and Dean of Studies must have a faculty member with expertise in the topic agree to oversee the course. Faculty review including the appropriate Academic Department Head for the proposal of Individual Study is required for the contract of the course which will outline the academic expectations, goals, and grading. Usual grading is Pass/Fail. Final approval for the course rests with the Deans and Dept. Head.

FOREIGN LANGUAGE DEPARTMENT. Debbie Asbeck, Department Head debbie@santbani.org

SPANISH IV - Jen Frost, Instructor (prerequisite: Spanish III)

Students will increase their self-expression in Spanish through a variety of activities and projects (oral, written, visual). We'll read short stories and poetry, keep journals, write letters, conduct interviews, explore the environment, make art, etc. Students will keep a personal vocabulary journal to which they will add regularly based on individual interests, and they should be excited to speak lots of Spanish.

SPANISH V - Debbie Asbeck, Instructor (permission of department)

As in previous years this will be an advanced course with in-depth readings and analysis in the field of modern Spanish literature, including historical perspectives of both Spain and Latin America. Topics/genres will be chosen based on interest and may include short stories, poetry, plays, and current events. Classes will be conducted in Spanish. This is for students who are serious about their commitment to the language and who plan to continue their studies in Spanish beyond secondary school. During the first quarter we will be reviewing vocabulary and grammar to prepare for the Spanish achievement tests.

FRENCH IV & FRENCH V – Karen Ulmer-Dorsch (prerequisite: French III & permission of department)

Students continue to develop their oral and writing skills in French through reading literary works and viewing films in French. They create dramatic presentations drawn from various genres, and they continue to develop their knowledge of French and Francophone Civilizations via the Internet and library resources.

MATH DEPARTMENT. Jonathan Powell, Department Head jonlp@santbani.org

CALCULUS Chris Demian, Instructor (prerequisite: completion of IMP 4 or equal)

[Offered Yearly; Fall and Spring]

The calculus course will involve theory, methods and applications of differentiation, and integration. Graphing calculators will be used.

ADVANCED MATH Jonathan Powell, Instructor (Open to gr. 12 with completion of IMP 4 or equal)

[Offered Yearly; Fall and Spring]

This course will begin with a review and extension of pre-calculus topics, such as algebraic functions, conic sections, trigonometry, logarithmic and exponential functions, and examination of the foundations of calculus, such as the concept of limits. Other topics to choose from include vectors and linear algebra, probability and statistics, and networks. Extensive use will be made of graphing calculators.

SUPPLEMENTARY MATH TOPICS Jonathan Powell, Instructor (open to [10] 11-12)

[Offered 2009-10; one semester either Fall or Spring]

This is a one-semester course, for juniors or seniors; sophomores with permission.

The course will provide experience with an assortment of math topics that not given explicit coverage in our math program, but might be seen in a more traditional survey course. Topics may include the following: Formal logic, triangle congruence proofs, stemplots and boxplots of data, sequences and series, imaginary numbers, conic sections, and topological graphs.

PERFORMING ARTS DEPARTMENT. Craig Jaster, Dept. Head craig@santbani.org

DANCE Rosemarie Marinace, Instructor (open to 9-12)

[Offered 2009-10; Spring, Alternate years]

This course will last one semester. The main goal for this course is a final production of about twenty minutes at the end of the semester, but there will be intermediate goals along the way including some student input on choreography. Discipline, attitude toward the task at hand, commitment, and consistency will be the major criteria for grading in this course. Teamwork will also be important in accomplishing our goals.

INTRODUCTION TO MUSIC or THEATER – Craig Jaster, Instructor (open to 9-12)

[Offered Fall Semester]

MUSIC: A hands-on, wide-ranging class involving the study of music theory and composition, history and appreciation, ear training (maybe even sight-singing) and music technology. We will also attend several music performances over the semester.

THEATER: We will study major developments in the history of the performing arts, from the ancient Greeks to the avant garde. By the end of the class students will have some background on how acting, play writing, technical theater, and possibly dance have been approached over the centuries.

Classes will usually involve discussion, video viewing, or reading of scripts. Some guest experts may be invited to visit the class. Homework will include reading plays and material written about the theater, journal writing, writing papers, and preparing presentations. Participants will have a say in determining areas of concentration.

Note: Some field trips to see plays will be required for this class.

Some areas to be covered include Theater History: the Greeks (tragedy and comedy), Medieval Mystery Plays and religion, Renaissance (Shakespeare & Co.), 18th and 19th century European developments, 20th century (The Modern Theater), Realism, Expressionism, the avant garde, performance art, women in theater, Asian theater (Noh, Kabuki), technical theater (the stage, design, lighting), acting (history of, approaches to, concepts, terms, famous great actors), the role of the director (great directors), dance theater history (ballet, jazz, modern).

PLAYWRITING: INTRODUCTION TO THEATER – Craig Jaster, Instructor (open to 9-12)

[Offered Spring Semester]

Playwriting is an art form with its own specific demands and rich history. This class will be similar to a creative writing class. There will be many shorter writing exercises focusing on different aspects of the craft. We will also do acting exercises designed to help develop ideas and give an actor's perspective to the work. We will read scenes from a variety of plays, as well as readings about playwriting and, occasionally, other aspects of the theater. The main project will be to develop and workshop one or two longer pieces. Each playwright will see her/his original work performed in a staged reading at the end of the semester.

DIRECTING - Craig Jaster, Instructor (prerequisite: Intro. to Theatre)

[Next Offered 2010-11; Fall, Alternate years]

We will study the history of directing and current directing techniques, with emphasis on script analysis and working with actors.

A major feature of this course will be student-directed short pieces or one-acts for which the general high school student body will audition. These pieces will take the place of the usual December high school drama production.

COMPUTER DEPARTMENT. Richard Danahy, Dept. Head richard@santbani.org

COMPUTER LANGUAGE Richard Danahy, Instructor (open to 9-12)

[Offered Yearly; one semester Fall]

Students will learn a common computer language such as Visual Basic.NET or JAVA; creating, editing, and writing programs. They will become more familiar with simple algorithms, file systems and logic behind computer software as a result. Concepts and much of the syntax can be applied to many other computer languages. This course uses a selection of college level 'introduction to language' texts and materials.

COMPUTER INDIVIDUAL PROJECT Richard Danahy, Instructor (prerequisite Comp. Language or approval)

[Offered Yearly; one semester; Spring]

Students who have demonstrated success in a computer language, will design and work on an approved solo or team project in the field of computer software, hardware, or networking. In the past students have studied LINUX, C++, JAVA, FLASH and ActionScript, intensive graphics, web languages, or computer hardware and construction. Students will need to present a proposal through the *Individual Study* process.