



2026-27 Curriculum Guide

Upper School

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1. Introduction

[Chad Woods](#), Director of Upper School
[Brant Evans](#), Assistant Director of Upper School
[Ivy Brewer](#), Dean of College Guidance
[Justin Bruce](#), Registrar

Scholars, Servants, Leaders: The Curriculum of Wisdom, Service and Honor

Wisdom more than knowledge; Service beyond self; Honor above everything. We strive each day to live the words of our motto through our actions both in and outside of the classroom. Our programs seek to be intellectually rigorous while respecting students' different abilities and learning preferences. We emphasize the pursuit of individual excellence in conjunction with the skills necessary for success in the future: collaboration, problem solving, synthesis, conflict resolution, leadership, digital fluency and global citizenship. In short, we are here to promote learning and growing with passion, a passion to carry you through a lifetime.

2. Academic Affairs

Darlington provides a program of studies leading to college admission. The program insists upon a mastery of the fundamentals of English and Mathematics and requires courses in Science, History, Fine Arts, World Languages, and a variety of enriching electives. Writing skills are emphasized at all levels, and Advanced Placement courses are offered in 22 subject areas. Elective courses are provided in all the academic disciplines, and upper-level students, particularly, are encouraged to select from these offerings.

2.1. Graduation and Honors Requirements

Graduation Requirements Overview

Darlington has one graduation certificate, the diploma, which carries with it the school's recommendation to college. The program of study leading to graduation requires a minimum of 23 units taken while in the high school. Students entering the Upper School in ninth grade must take six classes grades 9 through 11 and five classes in grade 12.

Students entering after ninth grade will be required to take the same number of courses per year, but the minimum requirement for graduation will be adjusted according to year of entry.

Requirements by department are below:

Department	Requirements
English	4 units
Mathematics	4 units
History	3 units
World Languages	3 units*

Science	3 units*
Fine Arts	1 unit
Information Technology	optional
Physical Education	1 unit

*Students applying to more competitive schools are strongly encouraged to take a fourth year of World Languages and Science. **All students applying to the University System of Georgia are required to have four units of science for admission.**

The minimum mark credited toward graduation is 70 percent. In order to be eligible to graduate, seniors must pass all courses for the second semester and for the year. Darlington does not participate in early graduation programs. All Darlington students must complete four years (ninth through twelfth grade) of formal high school education. Seniors must be in residence for the senior year and must take part in the graduation ceremony to receive a Darlington diploma.

*Seniors **MUST** pass the second semester in each class to pass for the year and be eligible to graduate.*

Community Service Graduation Requirements

All students are required to complete 15 hours of community service each year. Students may meet this requirement by participating in school-sponsored servant leadership opportunities after school and on weekends. Students may also accumulate hours of service through non-school-related opportunities as long as they provide documentation from the organization served. Questions about servant leadership and documentation for hours served may be emailed to [Madeline Cornwell](#), Student Life Administrative Assistant.

Graduation Requirements by Department

English Requirements: Students are required to take four English courses in high school. Seniors are given the option of several offerings of English 4. See Course Offerings for details.

Math Requirements: Students are required to take four mathematics courses in high school. The required units include Algebra 1, Geometry, Algebra 2, and another course beyond Algebra 2. If the Algebra 1 requirement is met in middle school, then two courses beyond Geometry are required. Students without a course beyond Algebra 2 will not be eligible to receive the HOPE Scholarship. A student's last math class must be taken at Darlington.

Science Requirements: Students are required to take three science courses in high school: Chemistry, Physics, and Biology. At least one unit of science must be completed at Darlington.

History Requirements: Students entering their freshman year are required to take Ancient Roots or Ancient Roots Honors in their freshman year, Modern World History or AP World History in their sophomore year, and U.S. History or AP U.S. History in their junior year in order to complete the three required social studies units. Students who enter Darlington after their freshman year are required to take Modern World History, U.S. History, and a department elective. History electives are subject to approval by the course instructor.

World Languages Requirements: Three consecutive units in a world language are required for graduation. However, with the approval of the Director of Upper School, the following exceptions may be granted:

1. Juniors entering the Upper School with no previous language credit must earn two consecutive units;
2. New seniors may be exempted from the requirement if they have no previous foreign language study;
3. International students may be exempted from the language requirement.

Passing the equivalent of the first or second level of world language in the Middle School satisfies the first unit of this requirement. The subsequent two units must be completed in Upper School. All students are encouraged to pursue more units in order to become more proficient and to have greater college options.

Class Rank

Due to the rigorous nature of our program, Darlington, like the vast majority of our peer independent schools, does not rank its students. Given the size and makeup of our student body, slight variations in GPA can make a significant difference in class rank. A student's cumulative GPA is reported to colleges instead of class rank.

Honor Graduates

For Class of 2026: In determination of diplomas with Honors, an academic year-end adjusted numerical average of 90 or better, with no grade below an adjusted 85 for the second semester or year in the senior year, constitutes with Honor; 95 and above adjusted numerical year-end average for the year with no grades below an adjusted 90 for the second semester or year, with High Honor. To be considered for semester/year honor rolls and graduation with honors or high honors, students must be enrolled in at least four courses in which they receive numerical grades.

Beginning with the Class of 2027, the following requirements will be used in determination of Honors Graduates.

Junior and Senior year adjusted numerical average of 90 or better, with no grade below an adjusted 85 for the second semester or year in the senior year, constitutes with Honor; Junior and Senior year adjusted numerical average of 95 and above adjusted numerical year-end average for the year with no grades below an adjusted 90 for the second semester or year, with High Honor. To be considered for semester/year honor rolls and graduation with honors or high honors, students must be enrolled in at least four courses in which they receive numerical grades for the Junior and Senior year.

The determination of **valedictorian** and **salutatorian** is based upon the four combined eleventh and twelfth grade semester averages at Darlington and is made at the end of the senior year.

The J. Daniel Hanks Sr. '27 Medal is given at Honors Day to that student (senior or underclassman) who has the highest grade point average for the year. For underclassmen, the grades as of May 1 are used in calculation.

Senior Exam Exemptions

Seniors may exempt a final exam for any individual, full-year course if they have

- A grade of 80 or better for the first semester
- A grade of 90 or better for the second semester (as determined on the Friday prior to graduation)
- No unexcused absences

Six or more tardies during the spring semester in a class will put senior exemption in jeopardy at the teacher's discretion. Exemptions are not automatic and are given at the discretion of the individual teacher. Students are responsible for confirming their exemption.

2.2. Standard Class Load, Grading, Tests, and Exams

Scheduling and Changes

In grades 9 through 11, students are required to take a minimum of six classes. In grade 12, students are required to take a minimum of five classes, provided they have met all departmental requirements for graduation. Students may not drop or add courses without the permission of their parents, their advisor, the teacher, the department chairperson, and the Registrar.

All students enrolled in a class as of September 1, 2024 will continue with the class until the completion of the semester. If necessary and requested by the teacher, adjustments can be made to a lower or higher level class at this time. Seniors may not drop courses without the approval of all listed above, as well as the Associate Dean of College Guidance.

All students enrolled in AP courses are expected to complete the course. If circumstances warrant, changes can be made at the September 1 date only, and new placement will be determined by course availability.

Darlington cannot honor requests for specific teachers, so parents are asked not to make such requests. Darlington reserves the right to cancel any advertised course where enrollment is judged to be unacceptably small.

Grading System

Darlington's grading system is numerical. Letter grade equivalents and grade points are below:

Darlington Grading Scale	
A	90–100
B	80–89
C	70–79
F	Below 70

Tests in Upper School

Every effort is made to avoid serious conflicts with students having several major tests on the same day. However, it is important for parents and students to recognize that examinations, major projects and group presentations may culminate or occur simultaneously. "Crunch times" are a normal and healthy part of the college-preparatory experience. Students are encouraged to anticipate times of particularly heavy work-load, prepare in advance and seek assistance through Darlington's many support resources: peers, teachers, academic prefects, heads of house, the Teaching and Learning Center, department heads, etc.

If a student has three major tests in a day, the student may move one of the tests to another day.

Students must make every effort to attend tests when they are scheduled. Students unable to attend the regular test time should expect to take a make-up test at the teacher's discretion. For security reasons, the test will likely be altered or re-written. Students and parents should note that alterations to the test may, at the teacher's discretion, include significant format and content changes.

Extended Time Tests and Exams

Students whose educational testing indicates specific accommodations are warranted may be granted accommodations in accordance with our program abilities. Please refer to the section on [The Glenn Teaching and Learning Center](#) for details.

Examinations

Mid-year assessments will be part of the first semester curriculum in each class. The format for those assessments will vary by department and teacher.

Final year examinations will be a comprehensive assessment of the aims of the course and will take place at the end of the second semester. Examination grades will count up to one-fourth of the semester grade.

Students must arrange travel after the completion of final exams. If a student does not honor this request and is, therefore, unable to attend a scheduled final exam, he or she should not expect to have the exam rescheduled and will receive a zero, which will negatively impact the final grade. Please contact the Dean of Studies with questions.

The Final Exam Schedule is as follows:

- Monday, May 17, 8 a.m. English
- Monday, May 17, 1 p.m. Math
- Tuesday, May 18, 8 a.m. History
- Wednesday, May 19, 8 a.m. Science
- Thursday, May 20, 8 a.m. World Language

Honor Rolls

Darlington has a two-tier Honor Roll, based upon the student's academic numerical average. Grades for students in Honors or Advanced Placement courses are weighted five points for Honor Roll computation purposes. Honor Rolls are based on the semester averages.

Darlington Honor Rolls	
Headmaster's List	95 or higher average, with no grade below 90
Director's List	90 or higher average, with no grade below 85

To be considered for semester/year honor rolls and graduation with honors or high honors, students must be enrolled in at least four courses in which they receive academic numerical grades.

Classes in English, Mathematics, Science, World Languages and History will be awarded academic numerical grades. Classes in Fine Arts, Technology and Physical Education will be awarded letter grades.

Grades in the English, Math, Science, World Language and History classes will be calculated in a student's academic numerical grade point average. Both numerical and letter grades will be counted in a student's cumulative grade point average.

2.3. Course of Study

English

Students are required to take a formal English class each year at Darlington. The four units of English consist of English 1-4. Students may be enrolled in the regular or Honors section in ninth and tenth grade, and Advanced Placement English may be substituted for English 3 in the junior year and for English 4 in the senior year. Seniors choose one combination of several electives by semester classes to fulfill the English 4 requirements. All classes will be year-long, and will have a similar grading scale, reading load, and writing requirement.

English I

English I Honors

English II

English II Honors

English III

AP English Language

English IV

AP English Literature

Mathematics

Students are required to take four mathematics courses in high school. The required units include Algebra 1, Algebra 2, Geometry and another course beyond Geometry. If the Algebra 1 requirement is met in middle school, then two courses beyond Geometry are required. Students without a course beyond Algebra 2 will not be eligible to receive a HOPE Scholarship. The **last math course** of a student's high school career must be taken at Darlington.

Algebra I

Algebra II

Algebra II Honors

Geometry

Geometry Honors

Algebra III

Pre-Calculus

Pre-Calculus Honors

Probability and Statistics

AP Calculus (AB)

AP Calculus (BC)

AP Statistics

Multi-Variable Calculus

AP Computer Science

Calculus/Statistics

Science

Students are required to take three science courses in high school, one of which must be Chemistry, Physics, or Biology. At least one unit of science must be completed at Darlington. Physical Science taken in the eighth grade will be counted as a high school credit, but does not count among the three required science classes in high school. Physical Science in eighth grade does not take the place of the required Physics class as a freshman. **All students are strongly advised to take at least four science courses in high school. If a**

student plans to enter the University System of Georgia, four years of high school science, including Physics, Chemistry, and Biology, are required.

Biology (L)
Chemistry (L)
Robotics/Intro to Engineering (L)
Physics (L)
Physics Honors
Environmental Science (L)
Zoology (L)
Anatomy and Physiology (L)
AP Chemistry (L)
Organic Chemistry/BioChemistry
AP Biology (L)
AP Physics 1 (L)
AP Physics C (L)
AP Environmental Science
(L) denotes laboratory course

History

Students are required to take two courses in world history and one course in American history to fulfill the required social studies units. Students are encouraged to take additional electives within the history department.

Ancient Roots
Ancient Roots Honors
Modern World History
AP World History
U.S. History
AP U.S. History
AP Government
AP Comparative Government
Economics
AP Microeconomics/AP Macroeconomics
AP Psychology

World Languages

Three consecutive units in a world language are required for graduation, with the exemptions specified in the Graduation and Honors Requirements section of this curriculum guide. Passing the equivalent of the first or second level of world language in grade 8 satisfies the first unit of this requirement. The subsequent two units must be completed in Upper School. All students are encouraged to pursue more units in order to become more proficient and to have greater college options.

Spanish I
Spanish II
Spanish II Honors
Spanish III
Spanish III Honors
Spanish IV

AP Spanish Language & Culture
French III (through One Schoolhouse)
Latin (through One Schoolhouse)
Mandarin (through One Schoolhouse)

Fine Arts

Students are encouraged to explore the various fine arts offerings and must complete one unit for graduation. Course offerings are available in visual art from beginning to advanced instruction, multimedia, graphic art, and art history. Performing arts choices include choral and instrumental music and theater.

Art I
Art II
Art III
Art IV
AP Studio Art
AP Music Theory
Art History
Theatre Performance
StageCraft
Cinema
Ladies' Chorale
Mens' Chorale
Concert Choir
Orchestra
Wind Ensemble
Guitar Ensemble
Keyboard Musicianship
Photography
Advanced Media: Yearbook
The NewsRoom
Intro to Media Arts

Physical Education

Every freshman is required to take a full year of Health and P.E. combined at Darlington.

Health/Fitness
Strength & Conditioning

iPeriod

The academic schedule was specifically designed to create a time for students and faculty to take intellectual risks, without the pressure of grades. Every Upper School student will participate in a variety of iPeriod initiatives throughout the school year. iPeriods will push students and faculty to explore subjects that they are passionate about in creative ways. An example of an iPeriod might be engaging in a student-led entrepreneurial venture between students at Emory University and Darlington through video sessions.

2.4. Requirements for Honor Societies

The Cum Laude Society

Membership in the Cum Laude Society is the highest academic honor Darlington can bestow upon a group of students. Election is highly selective. In order to be eligible for consideration, a student must have an 96.00 adjusted average for all four years; must have taken at least 10 Honors and AP courses (7 of which must be AP courses) over 4 years; students must also have demonstrated good character, honor, and integrity in all aspects of their school life. Not all students who meet these criteria will necessarily be elected, as membership is limited by The Cum Laude Society's national rules to maximum of 20% of each senior class.

Science Scholars Guild

Requirements are:

- Completed or are currently enrolled in at least 6 science classes over their high school career, one of the six courses can be an Engineering or Computer Science Elective or they demonstrated this excellence by the depth of their course of study (by pursuing post high school coursework)
- Consistently demonstrate curiosity and enthusiasm in the classroom
- Heartily participate in science activities such as Science Olympiad, HOSA, iPeriods, tutoring and science competitions
- Be recommended by their math teacher

International Thespian Society

The International Thespian Society is the only organization to honor secondary school students for outstanding work in theater. Membership is granted for the performance of meritorious work in theater arts which meets the society's general guidelines.

International Quill and Scroll

Quill and Scroll is a high school journalism honor society that recognizes and encourages both individual and group achievements in scholastic journalism. To be eligible for induction, students must be of junior or senior classification, be in the upper third of their class, have done superior work in journalism or school publications, be recommended by the publications supervisor, and be approved by the Society's executive director. Over 14,104 high schools in all 50 U.S. states and 44 countries have established local chapters.

Math Scholars Guild

Requirements are:

- Completed or are currently enrolled in at least 6 math classes over their high school career, one of the six courses can be an Engineering or Computer Science Elective or they demonstrated this excellence by the depth of their course of study (by pursuing post high school coursework)
- Consistently demonstrate curiosity and enthusiasm in the classroom
- Heartily participate in math activities such as Math Team, iPeriods, tutoring and math competitions (like the AMC and KSU tests)
- Be recommended by their math teacher

National Art Honor Society

The purpose of the National Art Honor Society is to inspire, promote and acknowledge excellence at the high school level in art. Membership is open to students who have exhibited an interest and commitment to the visual arts. Students must be nominated for membership by a faculty member.

National Honor Society

The National Honor Society recognizes students who exemplify high standards of scholarship, leadership, character and service. Juniors and seniors who have been at Darlington for at least one semester are eligible for induction. Students may apply only if their cumulative high school average is at least an 87.5. Candidates must have also held one or more major leadership roles and been involved in two or more service activities per year.

Société Honoraire de Français (French Honor Society)

Membership in this national society is open to students who have completed at least two years of Upper School French (unless student is a senior in his or her second year of French); currently have an average of 90 the trimester of selection; and have maintained an overall average of 90 or higher in all French courses.

Sociedad Honoraria Hispanica (Spanish Honor Society)

This national honor society recognizes students who exemplify high standards of scholarship and passion for language learning. Students may apply if they have completed three semesters of Upper School Spanish, currently have an average of 90 or higher if enrolled in AP Spanish/Spanish III Honors/Spanish II Honors or an average of 93 or higher if enrolled in Spanish IV/Spanish III /Spanish II the semester of selection. Additionally, they must have maintained an overall average of 90 or higher in all Spanish courses. Induction is based on their current teacher's evaluation, the student's application and active participation in Spanish Club (as shown by attending at least one club event per month).

Tri-M Music Honor Society

The purpose of Tri-M Music Honor Society is to inspire music participation, create enthusiasm for scholarship, stimulate a desire to render service, and promote leadership in the music students of secondary schools. The society is under the sponsorship and supervision of The National Association for Music Education.

2.5. College Prep Course Offerings

College Prep Course Offerings

A traditional course of study, 9-12, is outlined below:

	9th	10th	11th	12th
English (4 credits)	English 1	English 2	English 3	English 4
Math (4 credits)	Algebra 1 or Algebra 2	Algebra 2 or Geometry	Geometry, Algebra 2 or Algebra 3, Probability & Statistics	Algebra 3, Probability Statistics, or Pre-Calculus
Science (3 credits)	Physics 1	Chemistry	Biology	Elective

History (3 credits)	Human Geography	Modern World History	U.S. History	Elective
World Language (3 credits)	Spanish 1	French 2 or Spanish 2	French 3 or Spanish 3	Elective
Physical Education (1 credit)	Health/Fitness	Elective	Elective	Elective
Electives				
Fine Arts (1 credit)	Art 1, 2, 3, 4; Cinema; Concert Choir; Photography; Advanced Media: Yearbook; The News Room; Beginning Instrumental Methods; Wind Ensemble; Orchestra; Ladies' and Men's Chorale; AP Music Theory (every other year); AP Studio Art; Theater Performance; StageCraft; Design Thinking			
Information Technology (optional)	A.P. Computer Science Principles; A.P. Computer Science A; Robotics			
Other Requirements				
Community Service	15 hours per year			

2.6. Advanced Course Offerings

Participating in the Honors program will enable a student to take Advanced Placement courses. To be placed in the Honors program, a student must finish the year with a 90 average or higher and must receive the teacher's recommendation. To move into the AP program, a highly motivated student should have the teacher's recommendation and an average of 90 or higher. To remain in the Honors or AP program, a student should maintain an average of 85 or higher.

Darlington School offers Honors and Advanced Placement courses, both of which are weighted five points in the adjusted grade point average. Honors courses are offered in most disciplines at various levels. Twenty-one AP courses are currently offered, as listed below:

English

Language
Literature

Math

Calculus AB
Calculus BC
Statistics
Computer Science A
Computer Science Principles

Science

Biology
Chemistry
Environmental Science
Physics 1
Physics C

History

Economics
Human Geography
U.S. Government
Comparative Government
World
Psychology
U.S. History

World Language

Spanish Language & Culture

Fine Arts

Music Theory
Studio Art (if student meets requirements for portfolio)

Important information for students participating in Darlington's AP program:

1. All students taking an Advanced Placement class are required to take the AP Exam.
2. Any student taking an AP Exam is exempt from sitting for an exam during exam week.
3. Any student who misses the AP Exam for a reason other than those approved by The College Board will be subject to a reduction in the semester average of at least 10 points and must take an end of semester class exam. Any student who misses the AP Exam for an approved College Board reason should expect to take a late AP exam the third week of AP testing.
4. AP Exams are paid for during the fall online registration.
5. Darlington School will order all exams by The College Board's Preadministration Ordering deadline. Any additional exam requests must be submitted to the AP Coordinator and approved by the Upper School Director two weeks prior to this date in order to be considered.
6. All students must attend one preadministration session. Session dates and times will be advertised on the Announcements page on the website at least one week before the sessions take place. Failure to attend this mandatory preadministration session may compromise that student sitting for the AP Exam(s).
7. Students who are scheduled to take two exams on the same day at the same time will be allowed to take one of these exams during The College Board's late-testing week.
8. Students who have three exams on the same day may choose to take one of these exams during The College Board's late-testing week.
9. Students who qualify for extended testing are required to pay \$100 once each year to cover the extra proctor fees incurred by Darlington.
10. Students who wish to take an AP Exam for a course that we do not offer must get prior approval from the appropriate department chair and the Upper School Director prior to the AP Preadministration Ordering deadline.

2.7. Glenn Teaching and Learning Center

Mission

The Teaching and Learning Center at Darlington has a core belief that every student can learn, and that students often learn in different and unique ways. The mission of the Teaching and Learning Center is to directly serve students who have documented learning differences, while also supporting and enhancing the academic experience of all students in grades 9-12. While the primary role is to serve students with a diverse learning profile, the Teaching and Learning Center also provides support to the entire community through instruction, collaboration, professional development, parent resources, and outreach.

For more details, please contact [Jessica Laliberte](#), Director of the Teaching and Learning Center.

Serving Students with Documented Learning Differences

The Teaching and Learning Center serves students with diagnosed learning differences in the following ways:

- Creating and Managing an Official Accommodations Plan
- Providing Learning Strategies Instruction
- Discussion of potential for Standardized Testing Accommodations with families. Accommodations may be provided for approved 10th -12th graders on College Board (PSAT, SAT, AP) and ACT exams. Approval involves a lengthy process that requires submitting requests through external organizations.

For students who do not have a psychological evaluation and diagnosed learning difference but require learning support, they can use daily office hours with teachers and take advantage of the drop-in Peer Tutoring service provided in close proximity to the Teaching and Learning Center.

Referral Process

Generally, a referral to the Teaching and Learning Center is initiated through consultation with the Director of the Teaching and Learning center, parent, School administrator, student, and/or teachers. If a student is struggling academically and a learning difference is suspected, please contact the Director of the Teaching and Learning Center.

After the initial stage of the referral process is complete, a meeting with parents will be scheduled and a recommendation for a psychoeducational evaluation or a review of psychoeducational documentation may be suggested.

Psychoeducational Evaluation

The Teaching and Learning Center begins its service when the parent shares a student's current psychoeducational evaluation that was conducted by a licensed clinical psychologist. Current testing is defined as testing conducted during the student's final year in Middle School or afterward. The report that concludes the evaluation process must contain the following:

- A diagnosis that indicates a Learning Difference or Learning Disability
- Describes problems and developmental history, including educational and medical history
- Describes significant limitations and describes how accommodation(s) will address the limitation
- The evaluator must have the right credentials
- Includes comprehensive assessments

Overview of Upper School Teaching and Learning Center Program

In many cases, the Teaching and Learning Center's program of service begins when the parent or guardian shares a student's psychoeducational evaluation with the Teaching and Learning Center. This evaluation provides a necessary road map showing the school who the student is as a learner and what they need in order to be successful. Based on recommendations from the psychologist in the evaluation, ongoing observations of academic experiences, discussions with teachers, as well as conversations with school administrators, the student, and with parents, the Teaching and Learning center provides two key services: Creating and Managing an **Official Accommodations Plan** and **Learning Strategies Instruction**.

Official Accommodations Plan

All students with diagnosed learning differences are afforded rights as specified by federal regulations, this includes providing reasonable accommodations to learning in school activities that allows students with disabilities to participate successfully.

Students who have a diverse learning profile often face barriers while learning. Darlington School can allow for accommodations to help remove these barriers so that students served by the Teaching and Learning Center can do their best work and achieve academic success. An accommodation is a slight change to the way in which teaching and learning takes place to make growth possible for students with learning differences. A list of accommodations in the Official Accommodations Plan does not change what the student learns and will not change what responsibilities students have; rather, accommodations slightly alter how students learn and get their work done. Accommodations also do not change the expectations for performance; rather, they offer support to account for challenges.

If it is determined that a student is eligible to be served by the Teaching and Learning Center, an Official Accommodations Plan is written based on recommendations from the psychologist, dialogue with the student, parents, teachers, and school administrators. This plan is updated annually or as needed. It includes a list of approved accommodations, the students strengths and challenges, as well as strategies and interventions that are appropriate to implement both in the Teaching and Learning Center and in classrooms.

The Teaching and Learning Center reaches out to parents in the first few weeks of the school year to discuss students' Official Accommodations Plans. This touchpoint and others throughout the year help parents and students understand their commitment and responsibilities to the accommodation plan and the educational process.

Official Accommodations must:

- Be based on the specific diagnosis.
- Be based on the functional limitations of the specified disability upon the specific student.
- Be modified if the impact or symptomatology of the disability on the student changes.
- Be approved through consultation with a learning specialist
- Be documented in the Teaching and Learning Center file.

Accommodations in the classroom must not:

- Significantly alter the academic requirements of the class.
- Significantly alter the content of the class.

Approved testing accommodations must be listed on the psychological evaluation and include (but are not limited to) the following:

Time accommodations

- Extended time for test taking (50% more time as specified by academic testing)
- Tests administered in sections over periods
- Breaks during tests

Setting accommodations

- Testing in a small group setting
- Preferential seating

Administration accommodations

- Reader assigned to read test
- Dictate answers to scribe or tape recorder
- Allow students to mark tests instead of scantron
- Use word processor
- Oral testing

Important Note: While accommodations help a student bypass his or her weakness, interventions aim to improve on a student's weakness. While our learning specialists and teachers are accustomed and happy to provide some degree of intervention, it should be noted that the scope of our intervention and remediation services is limited. Students requiring significant remediation should seek additional support with teachers during office hours. In some cases, students benefit from one-on-one academic intervention with an outside tutor.

Learning Strategies Instruction

Students with a psychological evaluation and an Official Accommodations Plan at Darlington School can be enrolled in a Learning Strategies Class in the Teaching and Learning Center offered by Learning Specialists.

The TLC Learning Strategies class is taught in a structured and systematic way aimed at supporting the development of goal-directed academic behaviors. The goal is for students to become excellent stewards of their academic success through development of self-awareness, self-management, and self-advocacy skills.

Students attend the Learning Strategies class as part of their academic schedule. The Learning Strategies class is not a study hall and Learning Specialists do not manage or oversee a student's assignment completion. Rather, Learning Specialists teach students how to monitor their own academic information posted by classroom teachers, how to use their approved list of accommodations, as well as offer time and space for work completion and studying. It is the student's responsibility to check their coursework pages, stay up to date on assignments, and monitor feedback and grades posted by their teachers

The Learning Strategies class is not a tutor service. If a student needs extra help with concepts or skills in any subject area, Learning Specialists will direct the student to use daily office hours support with teachers and/or to take advantage of the drop-in Peer Tutoring service provided in close proximity to the Teaching and Learning Center.

The Role of Learning Specialists

Students with a psychoeducational evaluation and Official Accommodations Plan at Darlington School are assigned a Learning Specialist in the Teaching and Learning Center. In addition to overseeing students' Official Accommodation Plans, Learning Specialists collaborate with students, parents, teachers, and other school administrators to determine the type and frequency of support a student needs (in and out of the classroom). Darlington provides three distinct levels of support: **Direct Support**, **Consultation Support**, and **FLEX**.

- **Direct Support**
 - Students at this level of support attend an assigned Learning Strategies class as part of their academic schedule.
 - Students at this level of support are learning what their accommodations are, how to use them to their benefit as learners, and how to advocate for them with teachers.
 - Students at this level have demonstrated a need for explicit instruction on consistent adoption of key executive functioning and metacognitive skills including: goal setting, organizing, prioritizing, thinking flexibly, self-monitoring and self-checking.
 - Students at this level are required to keep a TLC approved planner/academic calendar. Students are strongly encouraged to use TLC recommended folders for organization of important papers. These time management and organization tools are critical to student success.
 - Students at this level meet with their assigned Learning Specialist regularly.
- **Consultation Support**
 - Students at this level of support attend an assigned Learning Strategies class as part of their academic schedule.
 - Students at this level of support have learned what their accommodations are, and are still getting comfortable with how to use them to their benefit as learners, and how to advocate for them with teachers.
 - Students at this level have demonstrated a need for some explicit instruction on consistent adoption of key executive functioning and metacognitive skills including: goal setting, organizing, prioritizing, thinking flexibly, self-monitoring and self-checking. One or more of these skills presents a lingering challenge for students and require continued scaffolded support, while other skills are considered becoming relative strengths for the student.
 - Students at this level are required to keep a TLC approved planner/academic calendar. Students at this level can opt into demonstrating use of an independently chosen planner system if approved by Learning Specialists after a period of close scrutiny and review. Students are strongly encouraged to use TLC recommended folders for organization of important papers. These time management and organization tools are critical to student success.
 - Students at this level meet with their assigned Learning Specialist regularly.
- **F.L.E.X. (Future Leaders of Excellence)**
 - FLEX students have demonstrated the ability to shift flexibly, set goals, organize, prioritize, access working memory, self-monitor and self-check. Though they have identified and continue to work on key areas of growth, they have become stewards of their academic success, and have demonstrated excellent self-management and self-advocacy.
 - FLEX students do not attend a Learning Strategies class as part of their academic schedule.
 - FLEX students have the ability to use learning strategies effectively, and to match these strategies appropriately with specific tasks, demonstrating successful learning and achievement in school and everyday life.
 - FLEX students continue to use the Teaching and Learning Center on an as needed basis and have accommodations as specified in their Official Accommodations Plan. FLEX students are encouraged to use the Teaching and Learning Center space as needed, and to seek out meetings with Learning Specialists as needed.

Standardized Testing Accommodations

The Teaching and Learning Center can help eligible students in grades 10-12 apply for standardized test accommodations with the **College Board** (PSAT, SAT, AP & Subject Tests) as well as the ACT exams. The first step in determining eligibility for standardized test accommodations is setting up a phone call or meeting with the Director of the Teaching and Learning Center.

Both the College Board (which offers the PSAT, SAT, AP, and Subject Tests) and the ACT have strict requirements that need to be met in order for a student to qualify for accommodations. Documentation is needed to support the request, as is a history that shows use of accommodations. The College Board and ACT have a decision making process and what is approved for one test does not guarantee approval for another. Even if a student has documentation and is approved for accommodations at Darlington School, it does not guarantee approval of accommodations on standardized tests.

The Teaching and Learning Center can help build a case for standardized testing accommodations. The approval process of standardized testing accommodations is not automatic and often takes several months.

College Board (PSAT, SAT, AP)

Documentation of a disability that directly impacts performance on College Board tests is needed. Accommodations can be approved for individual subject areas or the entire test. Approval may take several months. Once accommodations are approved they automatically apply to all future College Board tests.

1. Provide The Teaching and Learning Center with the required documentation with a parent and student signed authorization form.
2. The TLC submits the accommodations request.
3. If accommodations are approved the family will receive an eligibility letter that contains test-by-test details of what is/is not approved and an SSD Number. If they are denied there is a detailed reason.
4. Families use the SSD Number from the eligibility letter to register for a preferred test date. When registering you must always use the SSD Number to link the accommodations to the test.

ACT

Sign up for a desired test date and mark “yes” when asked about receiving accommodations. Forward the email entitled “Instructions to complete your accommodations request for the ACT” with your ACT ID number to the Director of the Teaching and Learning Center. Documentation of a disability that directly impacts performance on the ACT test is needed. Decision notification takes six or more weeks.

Additional Academic Support: The Tiger Tutor Program

At Darlington, we understand that all students at one point in time need academic help, whether it be to ask a question about how to solve an equation in math, or for help with citing sources on a research paper. Studies have shown that peer relationships can be a powerful and effective tool in engaging struggling students towards productive learning.

2.8. Virtual Learning

If Darlington declares that the entire school will follow a virtual learning schedule, please refer to the following schedule. This schedule does not rotate.

Grades 6–12

ODD Days

9:00 - 9:50 - First Period

9:50 - 10:20 - BREAK/Advisory

10:20 - 11:10 - Third Period

11:10 - 12:10 - LUNCH BREAK

12:10 - 1:00 - Fifth Period

1:10 - 2:00 - Seventh Period

EVEN Days

9:00 - 9:50 - Second Period

9:50 - 10:20 - BREAK/Advisory

10:20 - 11:10 - Fourth Period

11:10 - 12:10 - LUNCH BREAK

12:10 - 1:00 - Sixth Period

1:10 - 2:00 - Eighth Period

11. Departments and Course Descriptions

11.1. English

[Travis Gaug](#), English Department Head

People everywhere want to explore human motivations, to find connections within and between cultures, to imagine what has been and could be, to create beauty, horror, and introspection. We also want to explain their ideas, to evoke feelings, to convince others, and to be heard and understood. For these reasons, we read and write. At Darlington, the study of English aims to develop students' skills in these areas, progressing from comprehension and clarity to greater analysis, depth, and complexity. All students enrolled in AP courses are required to take the AP Exam.

English 1

English I is an introductory course in the essentials of English, together with the study of important literary genres (short story, essay, poetry, novel, drama) and themes. A significant portion of the year's studies will be devoted to the fundamentals of rhetoric—the study and practice of critical thinking and writing. Regular writing assignments are required, and freshmen are given an introduction to the use of the library and research techniques. The overall theme of the course is Coming of Age, which is reflected in both the themes of many of the texts selected for study while also serving as a metaphor for “coming of age” as a young writer/scholar in building a foundation for the rigors of high school and beyond. The smaller themes of the course also include “coming of age,” as a responsible adult within a democratic society and as a citizen of an ever-changing global community. Themes of race, class, and cultural difference are highlighted in many of the selected readings. To succeed in high school and college, you must be able to think and read critically and write clearly. This course will push students to develop ideas, explain them fully, and defend them convincingly.

Skills Developed

- Think critically about a topic, text, or issue

- Write for various purposes, including academic writing of many types
- Use grammar, mechanics and style strategically
- Understand plot structure and character development in literature
- Explain themes in texts using examples

Knowledge Developed

- Characteristics and purposes of various modes of essay writing
- Characteristics of effective writing
- Elements of a successful writing process
- Research methods and strategies
- Plots, characters, and themes of texts read, including parallels between texts
- Vocabulary

English 1 Honors

The Honors course for freshmen is an accelerated and enriched introductory course in the essentials of English, together with the study of important literary genres (short story, essay, poetry, novel, drama) and themes. A significant portion of the year's studies will be devoted to the fundamentals of rhetoric—the study and practice of critical thinking and writing. Regular writing assignments are required, and freshmen are given an introduction to the use of the library and research techniques. The overall theme of the course is Coming of Age, which is reflected in both the themes of many of the texts selected for study while also serving as a metaphor for “coming of age” as a young writer/scholar in building a foundation for the rigors of high school and beyond. The smaller themes of the course also include “coming of age,” as a responsible adult within a democratic society and as a citizen of an ever-changing global community. Themes of race, class, and cultural difference are highlighted in many of the selected readings. To succeed in high school and college, you must be able to think and read critically and write clearly. This course will push students to develop ideas, explain them fully, and defend them convincingly. As an honors class, English I-H has a more extensive reading list than English 1 and expects greater independence and depth in student work.

Skills Developed

- Understand plot structure and character development in literature
- Explain themes in texts using examples
- Construct essays using various modes of writing
- Distinguish between topic and thesis

Knowledge Developed

- Plot, characters, and themes of texts read
- Parallels and connections between characters, themes, and plots
- Characteristics of various modes of essay writing
- Effect of point of view
- Research methods and strategies
- Vocabulary

Required Prerequisites

- 90 in eighth-grade English
- Recommendation of previous English teacher

English 2

To succeed in high school and college, you must be able to think and read critically and write clearly. This course will push you to develop ideas using facts and inferences and use them to make effective arguments. The course uses thinking skills as the core of both writing and literature instruction.

Skills Developed

- Formulate an original thesis
- Write essays, primarily literary analyses
- Use claims, evidence, and interpretation
- Identify the significance of important passages and speeches
- Recognize cultural characteristics represented in literature

Knowledge Developed

- Plot, characters, and themes of texts read
- Literary/historical context of texts read
- Literary techniques, characterization, and plot structure
- Research methods and strategies
- Writing mechanics
- Vocabulary

Required Pre-requisites

- English 1

English 2 Honors

To succeed in high school and college, you must be able to think and read critically and write clearly. This course will push you to develop ideas using facts and inferences and use them to make effective arguments. The course uses critical thinking skills as the core of both writing and literature instruction. As an honors class, English 2H has a more extensive reading list than English 2 and expects greater independence and depth in student work.

Skills Developed

- Write essays, primarily literary analyses
- Develop an original thesis and support it using claims, evidence, and interpretation
- Use writing strategies, style, and conventions effectively
- Explain a text's main ideas using relevant details and supporting evidence
- Identify the significance of important passages and speeches
- Determine thematic connections between works
- Recognize cultural characteristics represented in literature

Knowledge Developed

- Plot, characters, and themes of texts read
- Literary/historical context of texts read
- Literary techniques and their effects
- Research methods and strategies
- Rhetorical strategies
- Elements of an argument

- Vocabulary

Required Prerequisites

- 85 in English 1H or 90 in English 1(for each semester)
- Recommendation of the English 1 teacher

English 3

English 3 goes hand-in-hand with what juniors learn in American history, investigating topics that define the American spirit. With themes and reading lists drawn from American literature and culture, English 3 studies the relationship between the tangible world and American ideals, the evolution of the American dream, and America's land and frontier.

Skills Developed

- Navigate complex plot and character development
- Determine main themes within a text
- Identify the significance of important passages
- Determine thematic connections between works
- Formulate an original thesis
- Recognize the role of historical context in literature
- Use research methods to further support an argument

Knowledge Developed

- Plot, characters, and themes of texts read
- Literary/historical context of texts read
- Literary techniques
- Research methods and strategies
- Writing mechanics
- Vocabulary

Required Prerequisites

- English 2

AP English Language and Composition

The equivalent of the composition course most colleges require of freshmen, this course aims to teach students to write and read effectively in all disciplines, no matter what major they go on to pursue in college. We read nonfiction ranging from political speeches to scientific articles, and we analyze how authors go about convincing their audiences to vote for a political candidate, protest unfair practices, or sign up for a particular English class. Students will practice very close analysis of how authors use language to achieve their purposes, and they will also craft their own arguments on a variety of topics. This course focuses primarily on American authors.

Skills Developed

- Analyze use of rhetorical techniques to achieve intended purpose
- Write effective essays in various modes, including long and short essays written in class and outside of class

- Develop a realistic and effective writing process
- Clarify writing and reduce wordiness
- Identify/repair common errors
- Comprehend nonfiction texts from many time periods
- Conduct and use research thoroughly and responsibly

Knowledge Developed

- Rhetorical strategies
- Modes of development
- Aspects and methods of effective arguments
- Sources for research
- Details of texts read
- Vocabulary

Required Prerequisites

- A passing score on an entrance essay (see department chair to schedule) and completion of AP Application
- Recommendation from English 2 teacher
- 85 in English 2H or 90 in English 2 (for each semester)

AP Literature and Composition

AP Literature and Composition is a college-level course which stresses the development of individual style in critical and personal writing and the use of criticism in developing a comprehensive knowledge of the history of literature. Students prepare for the AP exam through a close study of poems, plays, and novels of significant literary merit from 1600 to the present, as well as reviewing the major works of literature which students have already read.

Skills Developed (from The College Board AP course guide):

- Observe textual details, establish connections among observations, and draw inferences about the text
- Consider a work's structure, style, and themes as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone
- Assess a work's complexity, absorb richness of meaning, and analyze how meaning is embodied in literary form
- Consider the social and historical values a work reflects and embodies
- Write focusing on critical analysis of literature, including expository, analytical, and argumentative essays as well as creative writing
- Through speaking, listening, reading, and chiefly writing, become aware of the resources of language: connotation, metaphor, irony, syntax, and tone

Knowledge Developed

- Plot, characters, and themes of texts read
- Vocabulary
- Genre expectations
- Literary/historical knowledge of a text
- Study of words, literary allusions, characterization, language modes, and overall structure

Required Prerequisites:

- A passing score on an entrance essay (see department chair to schedule) and completion of AP Application
- Recommendation from English 3 teacher
- 85 in AP English Language and Composition or 90 in English 3 (for each semester)

English 4

English 4 is composed of seminar style courses similar to college English courses. Past courses include such topics as Shakespeare, World Mythology, Spec Fiction, Southern Literature, Byronic Heroes, Irish Literature and many others. Students are required to use both rhetorical and literary analytical skills in short and lengthy written responses. Courses include genres of literature such as poetry, short stories, novels, speeches, plays, and even graphic novels. Students are required to use research skills for multimedia presentations as well as traditional essays and compositions. This course is developed to prepare seniors for the college-level English courses and their chosen careers.

11.2. Mathematics

[Al Shorey](#), Mathematics Department Head

In the Darlington Math Department, we strive to give students the opportunity to develop their own understanding by experiencing the mathematics that they are studying. This arms students with the flexibility to adapt their thinking when a scenario changes. It also develops students that can reach beyond the content taught in the course and make connections with other courses. We want students to have opportunities in contributing original ideas and constructing understanding of new content in a collaborative environment. This allows students to better make connections between ideas and produces learning that will last long-term.

Pursuing the Honors program will enable a student to take AP Calculus as a senior. To remain in the Honors program, a student should maintain an average of at least 85. To move into the Honors program, a highly motivated student should have the teacher's recommendation and an average of 95 or higher.

A graphing calculator is required for every Upper School math class. (TI-84 plus or TI-84 plus c is recommended).

All students enrolled in AP courses are required to take the AP Exam.

Algebra 1

Emphasizing basic algebraic concepts, mathematical language, and problem solving, this course includes a study of variables, real numbers, polynomials, ratio and proportion, functions, variations, linear and quadratic equations, and inequalities. Factoring and solving equations and inequalities are essential skills taught at this level of Algebra.

Skills Developed

- Factoring
- Solving equations
- Visualizing math through graphing

Knowledge Developed

- Emphasizing basic algebraic concepts
- Mathematical language
- Problem solving
- Study of variables
- Real numbers, polynomials, ratio and proportion, functions, variations, linear and quadratic equations, and inequalities
- Linear, Quadratic, and Exponential Functions

Required Prerequisites

- Pre-Algebra

Algebra 2

Algebra 2 is a continuation and extension of the two courses that precede it. While developing the algebraic techniques that will be required of those students who continue their study of mathematics, this course is also intended to continue developing alternative solution strategies and algorithms. Graphing calculator skills will be taught and used extensively in this course.

Skills Developed

- Students in this course will develop critical thinking, problem solving, and logical reasoning.

Knowledge Developed

This course is a further development of:

- Equations
- Factoring
- Radicals
- Quadratics
- Exponents

New topics will include:

- Polynomials
- Rational Functions
- Complex Numbers
- Logarithmic and Exponential Functions
- Sequences and Series

Required Prerequisites

- Algebra 1 and Geometry

Algebra 2 Honors

Honors level Algebra 2 includes a detailed treatment of Algebra 2 topics and designed for the highly motivated mathematics student.

Skills Developed

Students in the Honors course will be able to view mathematics:

- Graphically
- Numerically
- Analytically
- Through writing

Knowledge Developed

This course is designed to build upon skills developed in Algebra and Geometry. We will introduce /expand the following topics in order to ready you for further math courses here at Darlington and beyond.

- Polynomials
- Rational Functions
- Complex Numbers
- Exponential and Logarithmic Functions
- Sequences and Series

Required Prerequisites

- Teacher recommendation and
- 90 in Geometry or 85 in Geometry Honors

Algebra 3

This course builds upon the skills learned in Algebra 2 and is designed for students who are not quite ready for Precalculus or Precalculus Finance. Critical thinking, problem solving and logical reasoning skills will be enhanced through a review of all things Algebra, as well as an introduction to more trigonometric and statistical branches of mathematics.

Skills Developed

- Critical thinking, problem solving, logical reasoning

Knowledge Developed

- Equations and inequalities
- Basic functions and their graphs
- Trigonometry
- Sequences, series, probability
- Mathematical applications to everyday life

Required Prerequisites

- 70 in Algebra 2

Geometry

This systematic approach to the nature of proofs and relationships between figures involves an examination of the properties of triangles, circles, and other plane figures. Real world applications reinforce the geometric

concepts. Area, volume, properties of solid figures, and coordinate geometry and trigonometry are also studied.

Skills Developed

- Critical thinking
- Logical thinking
- Problem solving

Knowledge Developed

- Understanding congruence of geometric figures
- Similarity theorems
- Right Angle Trigonometry
- Geometry of Solids - Volume and Surface
- Coordinate Geometry
- Circles

Required Prerequisites

- Algebra 1

Geometry Honors

Honors Geometry is designed for the ninth-grade or tenth-grade students who have confidently completed Algebra I. Emphasis is placed on deductive logical reasoning through the use of two-column proofs. Basic constructions and accurate language of Euclidean Geometry is mastered. The foundation of the course begins by studying the undefined terms of geometry and builds into an extensive study of angles, triangles, polygons, circles and how they relate to our world.

Skills Developed

Students in the Honors Geometry course will be able to view geometry from:

- The graphical perspective
- The numerical perspective
- The analytical perspective
- The writing perspective

Knowledge Developed:

The student will acquire:

- The accurate language of geometry includes a glimpse at how the roots of geometric terms can be seen across the curriculum.
- An appreciation for the history of geometry and influential mathematicians.
- A logical thought process through the study of two-column proofs.
- Mastery of the concepts of points, lines, planes, angles, triangles, right triangles, circles, quadrilaterals, and polygons with a general understanding of basic constructions.
- Basic knowledge of The Unit Circle, the sine, cosine, and tangent functions of trigonometry.
- Confidence in measurement using the English System as well as the Metric System for finding areas, volumes, and perimeters.

- Methods to find missing values of geometric figures using the previously mastered skills of solving linear equations, factoring quadratic equations, solving systems of equations, and using the Quadratic Formula.

Required Prerequisites

- Teacher recommendation and 90 in Algebra 1
or
- Course equivalent including solving equations, systems of equations, graphing, factoring, Quadratic Formula, basics of graphing and 90 in this course

Precalculus

Are you interested in taking Calculus? Then you need Precalculus! This class will bridge the gap between Algebra and Calculus and make your Algebra skills better; as well as introduce you to Calculus concepts.

Skills Developed

- Critical thinking
- Problem solving
- Logical reasoning skills

Knowledge Developed

- Functions
- Exponential, power, and rational functions
- Trigonometric functions
- Analytic trigonometry
- Systems and matrices

Required Prerequisites

- Teacher recommendation and
- 85 in Algebra 2 or 70 in Algebra 2 Honors

Precalculus Finance

Precalculus Finance is a math course with a consistent theme of financial math providing students the fundamental concepts in personal finance while garnering the mathematical skills of Precalculus. Students taking the course must have completed Algebra 2. This course uses Financial Life Cycle Mathematics (FiCycle) as the curriculum source for this class.

Skills Developed

- Critical thinking
- Problem solving with multiple representations
- Communication and logical reasoning skills

Knowledge Developed

- Creating income statements, balance sheets, and budgets - this incorporates the mathematics of spreadsheets and a review of Algebra I.

- Transferring money to the future increases its value through the power of compounding interest. This unit incorporates the mathematics of exponents, exponentials and logarithms.
- Understanding mortgages and retirement savings. This unit incorporates the mathematics of sequences, series, and limits.
- Understanding insurance and expected value and making decisions in the face of uncertainty. This unit incorporates the mathematics of probability and expected value.
- Understanding stocks and risk. This unit incorporates the mathematics of correlation and normal distributions.
- Trigonometric functions and the unit circle.

AP Precalculus

AP Precalculus centers on functions modeling dynamic phenomena in the real world. This exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Furthermore, as AP Precalculus may be the last mathematics course of a student's secondary education, the course is structured to provide a coherent capstone experience and is not exclusively focused on preparation for future courses.

Skills Developed

- Critical thinking
- Problem solving with multiple representations
- Communication and logical reasoning skills

Knowledge Developed

- Polynomial and rational functions
- Exponential and logarithmic functions
- Trigonometric and polar functions
- Analytic trigonometry
- Functions involving parameters, vectors and matrices

Required Prerequisites

- Teacher recommendation and
- 90 in Algebra 2 or 85 in Algebra 2 Honors

Calculus

This course is primarily for seniors who have completed the regular four years of math but are not interested in pursuing Advanced Placement Calculus. The first semester of this course is devoted to learning limits and the basic rules of differential calculus. The second semester begins the study of integral calculus.

This course uses a hands-on approach to learning the techniques and concepts presented, and relies heavily on technology (computer and graphing calculator) to enhance student learning. The graphing calculator is incorporated throughout the course.

Skills Developed

- Critical thinking, problem solving, logical reasoning
- Graphical, numerical and analytical approaches to viewing mathematics

Knowledge Developed

- Limits and continuity
- Derivatives and applications of derivatives
- Integrals and applications of integrals
- Differential equations and slope fields

Required Prerequisites

- Teacher recommendation and 80 in Pre Calculus
or
- 70 in AP Precalculus

AP Calculus AB and BC

The student who has successfully pursued an Honors mathematics program finds a challenge in the senior year with two different Calculus courses. These courses offer a full year of work in calculus and related topics comparable to courses in college. Use of the graphing calculator is incorporated into many areas of study. A graphing calculator is required on the AP Exam. Most students prepare for the AB-level exam, but the BC-level is offered.

Skills Developed

- Critical thinking, problem solving, logical reasoning
- Graphical, numerical and analytical approaches to viewing mathematics

Knowledge Developed

- Limits and continuity
- Derivatives and applications of derivatives
- Integrals and applications of integrals
- Differential equations and slope fields

Required Prerequisites

- AB: 85 in Pre-Calculus Honors; 90 in Regular Pre-Calculus and teacher recommendation
- BC: 96 in Pre Calculus Honors and teacher recommendation or successful completion of Calculus AB
- AP Application required for both levels

Probability and Statistics

Probability and Statistics is an option for juniors and seniors who have successfully completed at least Algebra 2, or can be taken concurrently with Algebra 3 or higher, regardless of the student's intended college major. The topics for Probability and Statistics are divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. This course uses a hands-on approach to learning the techniques and concepts presented, and relies heavily on technology (computer and graphing calculator) to enhance student learning. The graphing calculator and Stapplet, an online statistical website, are incorporated throughout the course.

Skills Developed

- Critical thinking
- Problem solving
- Logical reasoning

Knowledge Developed

- Data analysis
- Experimental design
- Planning a study
- Statistical inference

Required Prerequisites

- This class is designed for juniors and seniors only

AP Statistics

Have you ever wondered how the Evening news knows who is in the lead in the Presidential race? If so, AP Statistics is the place for you. This course is for the highly motivated student interested in receiving college credit.

Skills Developed

Students in AP Statistics will be able to view statistics:

- Graphically
- Numerically
- Analytically
- Through writing

Knowledge Developed

- Exploratory analysis
- Experimental design
- Probability
- Planning a study
- Statistical inference

Required Prerequisites

- Teacher recommendation and
- 90 in Pre Calculus or 85 in Pre Calculus Honors

This course may be taken concurrently with Pre Calculus Honors

Multivariable Calculus

This course is for students who have completed AP Calculus BC. The course will examine the calculus of real functions of two or more variables. The course begins with a review of some AP Calculus BC topics including polar coordinate systems and vector calculus. Differential calculus topics including functions of several

variables and their derivatives, continuity, and derivatives will be covered. The course extends into integral calculus and incorporates the following concepts: double and triple integrals, and surface area. This course is taken through One Schoolhouse or another academic institution.

Skills Developed

- Critical thinking
- Problem solving
- Logical reasoning

Knowledge Developed

- Analyze Functions of several variables
- Work with Vector-Valued Functions
- Partial and Ordinary Differential Equations
- Double and Triple Integration
- Work with Matrices
- Analyze Modern Algebra problems

Linear Algebra

This course is for students who have completed AP Calculus BC and serves as an introduction to the ideas and techniques of linear algebra. It is set up as an independent study course. You will have weekly meetings with your teacher to clarify the material, demonstrate your progress and take assessments. Linear Algebra has many applications in the real world which include mathematics, the natural sciences, engineering, management, and the social sciences. During this course you will work on these application topics including electrical networks, economic models and systems of differential equations.

Skills Developed

- Critical thinking
- Problem solving
- Logical reasoning

Knowledge Developed

- Solving systems of linear equations
- Matrix Algebra
- Determinants and Diagonalization
- Vector Geometry
- Vector Spaces
- Linear Transformations

AP Computer Science Principles

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

Knowledge and Skills Developed

- Developing algorithms
- Computer programming (Python)
- General technology systems and trends

Required Prerequisites

- Sophomore, Junior, Senior level course

AP Computer Science A

Software is everywhere: in your phone, television, car, and thermostat, as well as in the applications and Web pages on your computers and phones. This course seeks to build an appreciation for our reliance on software by building an understanding of intermediate programming methodology, problem-solving and algorithm development. The course will teach the fundamentals of computer programming using Java syntax along with exploring ethics and current events. This course is open to interested students with prior programming experience. A strong background in mathematics, particularly algebra, is necessary.

Skills Developed

- Technical, problem solving, algorithmic thinking, logical

Knowledge Developed

- Programming fundamentals, Java syntax, standard algorithms

Required Prerequisites

- Approval of teacher
- 90 in Algebra 2 or 85 in Algebra 2 Honors
- Prior coding experience and/or 85 in AP Computer Science Principles

11.3. Science

[Owen Kinney](#), Science Department Head

The science department at Darlington School is committed to addressing two basic tenets of science education. First, students should develop an appreciation of basic scientific theory and methods. Second, they should clearly recognize the importance of science to their lives.

The minimum course sequence covers all major disciplines including life, physical, earth, and environmental sciences. Highly motivated students are also given opportunities to take Advanced Placement courses in Chemistry, Physics, Biology, and Environmental Science. Physics is a REQUIRED course for all incoming freshmen, and all transfer students must also have completed a year of Physics to graduate. Regular, Honors, or AP Physics can be taken by transferring upperclassmen that still need a Physics course. Darlington currently requires THREE years of science to be completed at the Upper School (high school level), however, the vast majority of selective universities require 4 years of Science. Please note that many ambitious students take TWO or more science courses during their junior and/or senior years. All science offerings are considered lab courses.

All students enrolled in AP courses are required to take the AP Exam.

Typical Course Sequence and Choices

Grade	College Prep Courses		Honors/AP Courses
9	Physics	OR	Physics Honors
10	Chemistry	AND/OR	AP Physics 1
11	Biology	OR	AP Biology

Electives

These courses can be added as a second or third science course in grades 10-12

- AP Chemistry
- AP Environmental Science
- AP Physics 1
- AP Physics C
- Anatomy
- Zoology

Physics

Physics is a hands-on, project-based approach to understanding the physical world. This class will focus on more conceptual issues and is less quantitative than Honors Physics.

Skills Developed

- Critical thinking, algebraic problem solving, analytical problem solving

Knowledge Developed

- Kinematics (how objects move), gravitational pull, mechanics (why objects move), thermodynamics, fluids, sound, light, waves, electricity, magnetism, atomic physics, and nuclear physics.

Required Pre-requisites

- Sufficient completion of 8th-grade science and math

Learning Modes

- 50% lecture/discussion
- 50% small group work and lab

Special Notes

- This course is an introductory Physics class and is the first class in the science sequence. The math background needed for successful completion of Physics is not as rigorous as Physics Honors.

Assessment Methods

- Daily assignments/homework assignments
- Chapter tests and section tests
- Laboratory assignments

Physics Honors

Physics Honors is a hands-on, project-based approach to understanding the physical world. The Honors section of Physics requires a reasonably strong algebraic skill set.

Skills Developed

- Critical thinking, algebraic problem solving, analytical problem solving

Knowledge Developed

- Kinematics (how objects move), gravitational pull, mechanics (why objects move), thermodynamics, fluids, sound, light, waves, electricity, magnetism and properties of matter.

Required Pre-requisites

- Minimum grade of 90 in previous math and science classes OR permission of instructor

Learning Modes

- 50% Lecture/discussion
- 50% Small-group work and lab

Special Notes

- This rigorous course is designed to challenge students and to provide a strong foundation for scientific study.

Assessment Methods

- Daily assignments/homework assignments
- Chapter tests and section tests
- Laboratory assignments

Chemistry

Chemistry is an introductory course that covers the study of matter and its changes. Students apply theoretical concepts and build skills in regular laboratory exercises and class activities. Macro and micro-chemistry techniques are used to support learning throughout the year.

Skills Developed

- Critical thinking
- Problem solving
- Lab techniques

Knowledge Developed

- Matter and measurements
- Structure of matter
- Periodic table, bonding, reactions
- Stoichiometry
- States of matter
- Solutions
- Thermochemistry
- Acids and bases

Required Pre-requisites

- Successful completion of Physics 1 or equivalent freshman-level science

Learning Modes

- Lecture
- Small-group work
- Laboratory

AP Chemistry

AP Chemistry is the equivalent of college-level general chemistry, emphasizing the development of fundamental chemical concepts and the mathematical formulation of these concepts.

Knowledge and Skills Developed:

- See [link](#) to AP Chemistry course description

Required Pre-requisites

- Completion of Physics with a grade greater than 90 OR an 85 or above in Honors Physics. Also, completion of college-prep level Chemistry is recommended.

Learning Modes

- 50% Lecture
- 50% Small-group problem-solving and laboratory

Special Notes

- All students in AP Chemistry must take the AP Exam in May.

Assessment Methods

- Homework reading and questions
- Formative quizzes
- Laboratory reports
- Unit tests
- Semester exam

Biology

Biology provides an introduction to biological principles and the properties of life. Among topics considered are structure and function of plants and animals, cell biology, genetics, molecular biology, reproduction, development and growth, and evolutionary theory. The laboratory work deals with the descriptive and experimental aspects of topics covered in lectures.

Skills Developed

- Computer-based data collection
- Data synthesis and analysis
- Critical reading
- Discussion

Required Pre-requisites

- Successful completion of Physics (or Freshman-level Science) and Chemistry.

Learning Modes

- Lecture and discussion
- Laboratory
- Small-group interaction
- Demonstrations

AP Biology

AP Biology is equivalent to a two-semester, college-level Biology course.

Knowledge and Skills Developed:

- See [link](#) to AP Biology course description

Required Pre-requisites

- Completion of Physics (Honors or Regular) and Chemistry (AP or regular) with grades greater than 90 in regular sections OR 85 or above in Honors / AP.

Learning Modes

- Lecture and class discussion
- Laboratory and field experiences
- Small-group discussion
- Review sessions

Special Notes

- All students in AP Biology must take the AP Exam in May.

AP Environmental Science

AP Environmental Science is a detailed study of Earth's systems and the interrelationships between human societies and the environment. This interdisciplinary course gives students opportunities to use scientific principles to assess local and global environmental issues.

Knowledge and Skills Developed:

- See [link](#) to AP Environmental Science course description

Required Pre-requisites

- Completion of Physics (Honors or regular) and Chemistry (AP or regular) with grades greater than 90 in regular sections and an 85 or above in Honors/AP. Completion or current enrollment in Biology/AP Biology is also highly recommended.

Learning Modes

- Lecture and class discussion
- Small-group activities
- Laboratory and field experiences
- Off-campus field trips

Special Notes

- All students in AP Environmental Science must take the AP Exam in May.

AP Physics 1: Mechanics

AP Physics 1 focuses on the big ideas typically included in the first semester of an Algebra-based, introductory college-level physics sequence. Through inquiry-based learning, students will develop critical thinking and reasoning skills, as defined by the AP Science Practices.

Skills Developed

- Problem solving within an algebra-based framework.

Knowledge and Skills Developed:

- See [link](#) to AP Physics 1 course description

Required Pre-requisites

- Completion of Physics (Honors or regular) with a grade greater than 90 in a regular section OR an 85 or above in Honors.
- Completion of Algebra II Honors (with an average of 85 or greater) OR Algebra (with a average of 90 or greater)
- Currently enrolled in Pre-Calculus or higher level Math course

Learning Modes

- Lecture
- Problem solving
- Online Projects
- Lab Work

Special Notes

- All students in AP Physics 1 must take the AP Exam in May.

AP Physics C: Mechanics AND Electricity and Magnetism

AP Physics C focuses on the big ideas typically included in TWO SEMESTERS of a calculus-based, introductory college-level physics sequence. Through inquiry-based learning, students will develop critical thinking and reasoning skills, as defined by the AP Science Practices.

Knowledge and Skills Developed

- See [link](#) to AP Physics C: Mechanics, Electricity and Magnetism course description
- See [link](#) to AP Physics C: Electricity and Magnetism course description

Recommended Pre-requisites

- Completion of AP Physics 1 with a 85 or above average
- Completion of or currently enrolled in Calculus or AP Calculus
- Permission of Instructor

Learning Modes

- Lecture
- Problem solving
- Mathematical Modeling
- Lab Work

Special Notes

- All students in AP Physics C must take both AP Exams in May.

Human Anatomy and Physiology

Human Anatomy and Physiology is a detailed study of the human body system.

Skills Developed

- Critical assessment of normal versus disease states.

Knowledge Developed

- Comprehensive understanding of human system structure and function
- Homeostatic imbalances

Required Pre-requisites

- Successful completion of at least THREE Science courses. This course can be taken simultaneously with the third Science course during the Junior or Senior years.

Learning Modes

- Lecture
- Class questioning and discussion
- Laboratory and field trip
- Small-group interactions

Zoology

Zoology is the study of animal diversity on planet Earth with an emphasis on terrestrial and freshwater animals found in Northwest Georgia.

Knowledge Developed

- Terrestrial invertebrate diversity and ecology
- Fish diversity and ecology
- Reptile and amphibian diversity and ecology
- Bird diversity and ecology
- Mammal diversity and ecology

Skills Developed

- Individual distillation of key concepts
- Animal identification and classification
- Field observation and inference building

Required Pre-requisites

- Successful completion of at least THREE Science courses. Zoology is a Senior-only elective and can be taken alongside any other science course(s).

11.4. History

[Brian Inman](#), History Department Head

Discover the rich tapestry of human experiences, events and civilizations through the compelling lens of history. At Darlington, students will go on an intellectual journey spanning centuries and continents to delve into the past in order to understand its impact on the present. From the ancient to the modern and every aspect of the human condition, students will examine the interconnectedness of historical events and their enduring legacy. Through engaging lectures, interactive discussions, and immersive learning experiences, students will be challenged to think critically in order to comprehend the breadth and depth of historical events. With this knowledge, students will gain a holistic understanding of human civilization's evolution and the part they play in it. The use of primary sources, archival materials, and the latest historiographical debates will serve as fertile soil for a student's development of analytical and communicative skills. They will be exposed to multiple perspectives which will cause them to take a second look at conventional wisdom in order to gain new insights into cultural biases and interpretive frameworks that shape historical discourse. By fostering empathy with the past and a sense of interconnectedness across time, a Darlington student will graduate with a deeper appreciation for the complexities of the human experience and the enduring relevance of history in shaping the world they will live in.

All students enrolled in AP courses are required to take the AP Exam in the spring.

Ancient Roots

An introduction to the academic study of history, this course addresses selected topics and themes in the history of the ancient world and how they connect to modern times. Each of the units in the course begins with an essential question within world history. Students then use these episodes to learn the craft of the historian: asking “why” and “how” questions that reach beyond narrative towards analysis. Grounded in topics that bridge geographical and chronological boundaries, the course looks at themes like war, culture and society; labor and trade; authority and the individual; and science and technology to shed light on the contribution of the ancient world to the development of the modern world.

Skills developed:

- Crafting historical arguments from historical evidence
- Understanding chronological reasoning and historical causation
- Understanding historical comparison and contextualization
- Understanding historical interpretation and synthesis
- Analyzing historical documents

Knowledge Developed:

- Students in this course will learn how the ancient world contributed to the development of the modern world in the areas of culture, economics, government, science and technology and how the influence of the ancient world continues to shape our lives today.

Ancient Roots Honors

An introduction to the academic study of history, this course addresses selected topics and themes in the history of the ancient world and how they connect to modern times. Each of the units in the course begins with an essential question within world history. Students then use these episodes to learn the craft of the historian: asking “why” and “how” questions that reach beyond narrative towards analysis. Grounded in topics that bridge geographical and chronological boundaries, the course looks at themes like war, culture and society; labor and trade; authority and the individual; and science and technology to shed light on the contribution of the ancient world to the development of the modern world.

Ancient Roots Honors is designed for students who wish to enroll in AP World History as sophomores. The course requires more reading and more writing for each unit. In addition students will be introduced to AP-style assessments to help prepare them for the rigors of future AP history courses.

Skills developed:

- Crafting historical arguments from historical evidence
- Understanding chronological reasoning and historical causation
- Understanding historical comparison and contextualization
- Understanding historical interpretation and synthesis
- Analyzing historical documents
- Learning to answer AP History constructed response questions

Knowledge Developed:

- Students in this course will learn how the ancient world contributed to the development of the modern world in the areas of culture, economics, government, science and technology and how the influence of the ancient world continues to shape our lives today. It also serves as an introduction to AP World History.

Modern World History

What makes the modern world different? How did new technology and knowledge change traditional societies in Europe, Asia, Africa, and the Americas? Modern World History asks the student to explore what made our contemporary society different from the medieval world.

Skills Developed

Through argumentation and writing the student learns to:

- Create arguments using historical facts
- Know basic geography
- Understand patterns of continuity and change over time
- Analyze similarities and differences between different cultures and time periods
- Understands how unique events fit into the contemporary world

Knowledge Developed

- Students in this course will learn how the intellectual, political, economic, and cultural revolutions in the West challenged the world and how world societies responded and are continuing to evolve.

Prerequisites

- Completion of Ancient Roots, or completion of other 9th grade curriculum at the Registrar's discretion.

AP World History

AP World History is a comprehensive study of the development of civilizations and societies from the prehistory period (beginning 8,000 B.C.E.) to the present. This course looks at key concepts as opposed to memorization of facts, personalities, and events. This method of study allows the student to master the patterns and themes found in the study of history. AP World History is built around key themes and concepts organized in six different chronological periods. These themes and concepts will serve to organize the student's course of study as well as allow the student to recognize patterns that remain consistent across historical periods. The student will also develop the skills of analysis a historian uses when approaching the study of a world history. These thinking skills include but are not limited to crafting historical arguments using historical evidence, chronological reasoning, comparison and contextualization, historical interpretation, and synthesis.

Skills Developed

- Crafting historical arguments from historical evidence
- Understanding chronological reasoning and historical causation
- Understanding historical comparison and contextualization
- Understanding historical interpretation and synthesis
- Analyzing historical documents

Knowledge Developed

Students will explore the five AP World History themes that connect the key concepts throughout the course and serve as the foundation for student reading, writing, and presentation requirements are as follows:

- Theme 1: Interaction Between Humans and the Environment

- Theme 2: Development and Interaction of Cultures
- Theme 3: State-building, Expansion, and Conflict
- Theme 4: Creation, Expansion, and Interaction of Economic Systems
- Theme 5: Development and Transformation of Social Structures and Socialism
- Theme 5: Development and Transformation of Social Structures

Prerequisites

- 85 in Ancient Roots Honors or a 90 in Ancient Roots with teacher recommendation
- AP Application completion required
- An entry submission of the student's writing will be required of all students interested in enrolling for an AP history class for the first time.

United States History

From our Founding Fathers through the Civil War and our emergence as a world power in the 20th Century, Americans have responded to challenges from within and abroad. The study of United States History leads students to understand how our political, economic, cultural and social achievements have defined who we are today.

Skills Developed

- Create arguments using historical facts
- Understand patterns of continuity and change over time
- Analyzes similarities and differences between different ethnic groups living in America and time periods
- Understands how unique events fit into the big picture

Knowledge Developed

- Impact of European exploration and colonization and the development of an independent nation
- Westward expansion and industrialization
- Events leading to and results of the American Civil War
- Transition of America from being an isolationist nation to being involved in imperialism and worldwide conflicts
- The Great Depression and American response to political, economic and social inequities

Prerequisites

- None. This course is usually taken during the junior year.

AP United States History

From our Founding Fathers through the Civil War and our emergence as a world power in the 20th Century, Americans have responded to challenges from within and abroad. The study of United States History leads students to understand how our political, economic, cultural and social achievements have defined who we are today.

Skills Developed

- Creates arguments using historical facts
- Understands patterns of continuity and change over time

- Analyzes similarities and differences between different ethnic groups living in America and time periods
- Understands how unique events fit into the big picture
- Analyzes documents looking for personal bias and determine historical relevance
- Groups analyzed documents in order to synthesize the relevant information for purposes of historiography
- Interprets political cartoons so that an understanding of media influences is recognized
- Develops time management skills crucial in determining the level of success on the end of the course test.

Knowledge Developed

- Impact of European exploration and colonization and the development of an independent nation
- Westward expansion and industrialization
- Events leading to and results of the American Civil War
- Transition of America from being an isolationist nation to being involved in imperialism and worldwide conflicts
- The Great Depression and American response to economic and social inequities.

Prerequisites

- Teacher recommendation
- 90 in regular Modern World History or 85 in AP World History
- AP Application completion
- An entry submission of the students writing will be required of all students interested in enrolling for an AP history class for the first time.

AP Comparative Government

In AP Comparative Government, students will study, analyze, and compare the institutions of government in China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. We hope to leave students with an appreciation of the importance of economic and political changes throughout the world, and to prepare them for a world that continues to become smaller and smaller.

Skills Developed

- Interpreting and analyzing data
- Interpreting and analyzing supplemental reading including primary sources related to the six governments of focus
- The ability to effectively and efficiently respond to free response questions
- Comparing and contrasting different forms of government and analyzing their respective pros and cons

Knowledge Developed

- understand major comparative political concepts, themes, and generalizations
- have knowledge of important facts pertaining to the governments and politics of China, Great Britain, Iran, Mexico, Nigeria, and Russia
- understand typical patterns of political processes and behavior and their consequences

Prerequisites

- Teacher recommendation
- 90 in United States History or 85 in AP United States History

- AP Application completion
- An entry submission of the students writing will be required of all students interested in enrolling for an AP history class for the first time.

AP Psychology

Have you ever wondered why people do the things they do, or think the things they think? In AP Psychology, that is exactly what we try to figure out. Students are introduced to the scientific study of behavior (what people do) and mental processes (what and how people think) in human beings.

Skills Developed

- Students will learn to think critically about scientific and statistical data.
- Students will learn to design and conduct a psychological experiment.
- Students will learn to identify symptoms of a wide range of psychological disorders.

Knowledge Developed

- Students will learn names and functions for the various parts of the brain and nervous system.
- Student will learn about the various subfields of psychology including: biological, evolutionary, psychodynamic, behavioral, cognitive, humanistic, developmental and social-cultural approaches.

Prerequisites

- For admission into AP Psychology, preference will be given to students who have a 90 overall average on all coursework taken during their junior year and have completed at least one AP or Honors course while at Darlington. Students who have an overall average below 85 during their junior year will not be considered for the course. AP Application completion required. This class is for seniors only.

AP United States Government and Politics

How do you organize and operate a government to make decisions for 300 million people effectively in the wake of economic crisis, wars abroad, and the threat of terrorism? AP U.S. Government and Politics is designed to teach the nuts and bolts of American constitutional government. We will explore original documents, seeking out the principles of American government, and we will discuss at length what American's political beliefs and behaviors are and how this is reflected in political parties, interest groups, and voting.

Skills Developed

- Interpreting and analyzing data
- Interpreting and analyzing supplemental reading including primary sources related to U.S. Government
- The ability to effectively and efficiently respond to free response questions

Knowledge Developed

- Understanding of constitutional underpinnings, political beliefs and behavior, parties, interest groups, media, federalism, public policy, civil rights and liberties

Prerequisites:

- Teacher recommendation
- 90 in U.S. History or 85 AP U.S. History

- AP Application completion
- An entry submission of the students writing will be required of all students interested in enrolling for an AP history class for the first time.

Introduction to Economics

This survey course for juniors and seniors in economics will teach students about the functioning of modern economies, with focus on the market economy. We will look at key principles in both micro- and macroeconomics. Topics will include consumers, firms, markets and income distribution, supply and demand, growth and fluctuation in national economies, inflation, and government regulation. This course will be of great value in giving a running start to students interested in the social sciences, and particularly economics, in future college studies.

AP Economics

AP Economics is a year-long curriculum open to juniors and seniors, made up of two courses, AP Microeconomics in the fall and AP Macroeconomics in the spring. The courses are designed to provide students with a thorough understanding of the principles of economics. We will explore the study of national income, economic performance measures, economic growth and international economics. Students will learn to think like economists – to question, to evaluate marginal costs and marginal benefits and to make decisions that consider the many ways that one action will cause secondary actions. The curriculum will culminate in taking two AP exams, one in each of the courses.

Microeconomics

AP Microeconomics is a course designed to provide students with a thorough understanding of the principles of economics as they apply to the individual, including individual households and firms. Students will examine consumer behavior, the role of firms, and the behavior of profit-seeking firms under various market structures. They will evaluate the efficiency of markets with respect to price, output, consumer surplus, and producer surplus. Students will examine the behaviors of households and businesses in factor markets, and learn how the determination of factor prices, wages, interest, and rent influence the distribution of income in a market economy. Students will also look at the efficiency of markets and also examine scenarios when markets may fail and discuss various public policy alternatives directed at improving the overall efficiency of the free market apparatus. Game theory will give students a chance to look at the individual decision making process. While there is no math prerequisite, students should be mindful that the parts of this course will feature a math-intensive curriculum.

Macroeconomics

AP Macroeconomics is a course designed to provide students with a strong understanding of the principles of economics in the aggregate economy. Students can expect to learn how the measures of economic performance, primarily GDP, inflation and unemployment are used to evaluate the macroeconomic conditions of an economy. Students will also learn the basic analytical tools of macroeconomics, primarily the aggregate demand and aggregate supply model and its application in the analysis and determination of national income, as well as evaluating tools of fiscal policy and monetary policy in promoting economic growth and stability. The global nature of economics will be a key component and students will have ample opportunities to understand and value the impact of international trade on national economies. Various economic schools of thought are introduced and considered when determining solutions to macroeconomic problems.

Prerequisites

- Teacher recommendation
- Advisor recommendation
- 90 in prior year's college prep history curriculum or 85 in prior year's AP history curriculum

11.5. World Languages

[Ashley Evans](#), World Languages Department Head

Darlington's World Languages program is designed to prepare students for the challenges of an increasingly global community. The language is a means for attaining various outcomes: communicating with speakers of other languages, gaining cultural understanding, and connecting with other disciplines. As students achieve proficiency in the language, they are also exposed to cultural practices, products and perspectives of the world where the language is spoken. Students are given ample opportunities to explore, develop, and use communication strategies, learning strategies, critical thinking skills, and skills in technology, as well as the appropriate elements of the language system and culture needed to carry out a communicative act. We strive to create true global citizens. We envision graduates who will develop and maintain proficiency in another language as well as develop their curiosity to make them lifelong global learners.

Current research and classroom practices indicate that a variety of approaches can successfully lead learners to the competencies set up by ACTFL. In keeping with the latest research and best practices, the new language is presented in practical, comprehensible ways. Using acquisition driven instruction and competency-based teaching and assessment, our curriculum teaches language and culture simultaneously, allowing students the opportunity to develop cultural understanding and communicative proficiency even in beginning language courses. Students progress through three ranges of performance: novice, intermediate and advanced. They are equipped with the four skills of reading, writing, listening and speaking in their different modes of communication: interpersonal, interpretive and presentational.

All students enrolled in AP courses are required to take the AP Exam.

In addition to the school's Spanish program, which begins in Pre-K, and continues through AP language, literature and Post AP courses, students also have the opportunity to pursue additional offerings in Chinese and Latin through Darlington's partnership with [One Schoolhouse](#), the online leader in Independent School education.

Spanish 1

You will begin your journey to join more than 437 million Spanish speakers worldwide! This course is a platform for learning how to acquire a language. It stresses the acquisition of Spanish in both written and oral form by presenting four skills: reading, writing, listening, and speaking. The four skills are taught within the context of cultural practices in the Spanish-speaking world. Daily lessons will focus on learning, responding to and using new vocabulary in situations inspired by novels, cultural study and student created stories. The goal is to move you from a novice-low learner into a novice-mid proficiency level in three modes of communication: interpersonal, interpretive and presentational.

Skills Developed through reading, writing, speaking, and listening

- Identifying letters, symbols, familiar words, key words, highly contextualized phrases, cognates, borrowed words and basic facts related to supporting details when supported by gestures or visuals (reading or listening).
- Inferring meaning of some unfamiliar words in a text. Identifying some facts from simple sentences. (reading and listening)
- Responding to questions (with words, phrases or sentences) on topics and events found in novels, class created stories and other CI and TPRS supplied sources (reading, writing, speaking and listening).
- Producing comprehensible, short-length, organized oral presentations and written compositions according to your novice proficiency level (speaking and writing):
 - Expressing possession, wants, existence, location, movement, likes and dislikes (speaking and writing)
 - Describing people and events (speaking and writing)

Knowledge Developed while using the language communicatively

- Super 7: tiene, quiere, es, está, le gusta, hay, dice - for different subjects
- Basic future intentions: va a
- Compelling, comprehensible vocabulary related to their lives and the novels read
- Cultural awareness of at least 4 different Spanish-speaking countries
- The following AP themes will be presented: personal identities, families, communities, contemporary life, beauty, global challenges

Spanish 2

You will develop proficiency and competence in the four language skills (listening, speaking, reading, and writing) essential to communicative language learning. This course expands on the different uses of the present tense and AP themes learned during Spanish 1. It also introduces you to discussing events in the past. You will continue to increase your linguistic skills and confidence with more advanced verb combinations taught within the context of purposeful activities and relevant readers. Skills are developed further by reading, writing, speaking, and listening. The goal is to move you from a novice-mid learner into a novice high proficiency level in three modes of communication: interpersonal, interpretive and presentational.

Skills Developed through reading, writing, speaking, and listening

- Understanding and using words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts with strong visual support. Texts may be informational, short fictional texts, or conversations and are non-complex, or straightforward.
- Identifying key words in the simplest connected texts (connected texts have words that are linked in phrases, sentences, and paragraphs as opposed to lists) dealing with a limited number of personal and social needs. Inferring meaning of some unfamiliar words and phrases in the text.
- Identifying, comparing and describing some products, practices, or perspectives related to everyday life and personal interests or studies in your own and other cultures.
- Utilizing practiced structures, accurate word order, spelling and mechanics at the novice level.
- Asking questions and providing responses on topics and events in the present and past.
- Producing brief, organized or logically sequenced oral presentations and mid-length written compositions in the present, past and simple future.

- Identifying and making simple comparisons between some cultural products (e.g. monuments, clothing, music), practices (e.g. pastimes, school life), or perspectives (e.g. reasons for celebrations, eating habits) related to everyday life and personal interests from your culture and other cultures.

Knowledge Developed while using the language communicatively

- Sixteen most common verbs: es, está, hay, tiene, le gusta, va, quiere, sale, hace, pone, puede, da, dice, sabe, vuelve, ve in present and past tense used in context with different subjects.
- Most common reflexive verbs: se va, se siente, se sienta, se levanta, se llama, se despierta
- Compelling, comprehensible vocabulary related to your lives, your immediate environment and the novels read
- Cultural awareness of at least 4 more different Spanish-speaking countries
- The following AP themes will be presented: personal and public identities, families and communities, contemporary life, global challenges, science and technology

Required Prerequisites

- Spanish 1

Spanish 2 Honors

¡Ven a esta clase a mejorar tu español! This class explores your ability to express yourself and participate in communication exchanges using sentences and series of sentences. You will be able to handle short social interactions in everyday situations to communicate information about yourself, others and everyday life. This course expands on the different uses of the present tense and AP themes learned during Spanish 1. It also immerses you in discussing events in the past. You will continue to increase your linguistic skills with more advanced verb combinations taught within the context of purposeful activities and relevant readers. Skills are developed further by reading, writing, speaking, and listening. You will also be encouraged to recognize the intent and purpose of the material you encounter as well as to make connections to the world around you. The goal is to move the novice-high learner into an intermediate low proficiency level in three modes of communication: interpersonal, interpretive and presentational.

Skills Developed through reading, writing, speaking, and listening

- Communicating by understanding and creating personal meaning.
- Understanding, asking, and answering a variety of questions.
- Initiating, maintaining, and ending a conversation to satisfy basic needs and/or to handle a simple transaction.
- Showing emerging evidence of the ability to communicate about more than the “here and now.”
- Identifying the author’s perspective and providing a justification.
- Expressing needs, preferences, feelings and emotions
- Using paraphrasing to convey and comprehend oral and written messages
- Comparing and contrasting information regarding historical events and cultural themes
- Understanding and producing discrete sentences, strings of sentences and some connected sentences to write short (>200 words) organized compositions using visual and technological support in both the present and the past tense.

Knowledge Developed while using the language communicatively

- Sixteen most used verbs in present, imperfect and preterite tense in specific situations
- Compelling, comprehensible vocabulary related to your life, the novels read and the world around you

- Cultural awareness of at least 4 more Spanish-speaking countries
- The following AP themes will be presented: personal identities, families and communities, contemporary life, global challenges

Required Prerequisites

- 90 in Spanish 1
- Recommendation of teacher or department head

Spanish 3

¡Asiste a esta clase para expandir tu habilidad de comunicarte en español! You will increase your ability to communicate in Spanish so that you can be understood by a sympathetic speaker. You will manage to convey messages and support them with simple details. You will move from only utilizing practiced simple and compound sentences to recombining learned language to create simple and compound sentences. Your pronunciation will be mostly comprehensible even when you speak slowly with some hesitations or self-corrections. You will continue to increase your command of expressing ideas about the present and the past but you will also be introduced to some hypothetical ideas. The goal is to move the novice high to the intermediate low proficiency level in three modes of communication: interpersonal, interpretive and presentational.

Skills Developed through reading, writing, speaking, and listening

- Creating meaning through recognition of key words and formulaic phrases that are highly contextualized.
- Understanding texts with highly predictable familiar contexts and emerging ability to make inferences based on background and prior knowledge.
- Recognizing structural patterns that have been used in familiar and some new contexts.
- Expressing needs, preferences, feelings and emotions and begin to self-correct
- Asking questions and responding to such questions by listing, naming and identifying
- Beginning to engage in simple conversations - ability to communicate in highly practiced contexts related to oneself and immediate environment.
- Showing awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.
- Producing short (>2 minutes), organized oral presentations, and writing short (>200 words), organized compositions in the present tenses with increasing proficiency using visual and technological support as appropriate
- Paraphrasing, using circumlocution, and body language to convey and comprehend messages
- Listening skills through current events podcasts, videos and role play guided book discussions

Knowledge Developed while using the language communicatively

- Sixteen most used verbs in present, imperfect and preterite tense in specific situations
- Compelling, comprehensible vocabulary related to their lives and the novels read
- Ability to control memorized language sufficiently to be appropriate to the context and understood by those accustomed to dealing with language learners.
- Cultural awareness of at least 4 more Spanish-speaking countries
- Noticing: verb conjugations in context, pronouns (possessive, direct and indirect object, subject) in context, perfect tenses, subjunctive and conditional in context
- Producing: present, past and simple future oral and written products

- The following AP themes will be presented: personal identities, families and communities, contemporary life, beauty, global challenges

Required Prerequisites

- Spanish 2 or Spanish 2 Honors
- Recommendation of teacher or department head

Spanish 3 Honors

¿Quieres comunicar tus ideas con algunas personas pacientes que hablan español? This is the course for you! By the end of the course, you will have the ability to communicate information and express your own thoughts about familiar topics. You will develop your ability to identify main ideas and supporting details from a variety of texts or audio products. When speaking to other Spanish speakers, you will generally be able to express yourself and participate in conversations on familiar topics. You will be able to handle short social interactions in everyday situations by asking and answering a variety of questions. You will also be encouraged to recognize the intent and purpose of the material you encounter as well as to make connections to the world around you. The goal is to move the intermediate low learner into an intermediate high proficiency level in three modes of communication: interpersonal, interpretive and presentational.

Skills Developed through reading, writing, speaking, and listening

- Giving and defending an opinion on themes as related to the AP Spanish language and culture themes
- Giving recommendations or advice based on planned or spontaneous situations
- Expressing cause and effect relationships within the context of familiar situations
- Identifying global challenges: sustainability, social justice, climate change, water crisis, resource conservation
- Identifying different opinions in beauty and aesthetics
- Understanding words and texts with familiar contexts and ability to make inferences based on background and prior knowledge.
- Engaging in simple and complex conversations - ability to communicate opinions and knowledge in contexts related to oneself and immediate environment.
- Expressing how cultural differences or prohibitions may impact decisions in the world
- Producing longer (<2 minutes), organized oral presentations, and writing short (<200 words), organized compositions in present, past and some subjunctive tenses with increasing proficiency using visual and technological support as appropriate
- Paraphrasing, using circumlocution, and body language to convey and comprehend messages

Knowledge Developed while using the language communicatively

- Some control of the usage of both past tenses (imperfect and preterite) to retell an event.
- Better understanding of subjunctive and the situations when it might be used
- Introduction to perfect tenses
- Introduction to conditional
- Understanding and producing narrative in the present, past and future
- Some control of the usage of connectors and conjunctions to develop more complex sentences and elaborate ideas.
- Broaden vocabulary to include synonyms and antonyms; prefixes, roots and suffixes
- Recognize vocabulary and accents specific to different Spanish speaking countries

- The following AP themes will be presented: personal identities, families and communities, contemporary life, global challenges

Required Prerequisites

- 90 in Spanish 2 Honors or 95 in Spanish 2
- Recommendation of teacher or department head

Spanish 4

Students deepen their understanding of hispanic culture and focus on communicating with each other in Spanish! You will develop your ability to identify main ideas and supporting details from a variety of texts or audio products. When speaking to other Spanish speakers, you will generally be able to express yourself and participate in conversations on familiar topics. You will be able to handle short social interactions in everyday situations by asking and answering a variety of questions. You will also be encouraged to recognize the intent and purpose of the material you encounter as well as to make connections to the world around you. The goal is to move the intermediate low learner into an intermediate mid/high proficiency level in three modes of communication: interpersonal, interpretive and presentational.

Skills Developed through reading, writing, speaking, and listening

- Giving and defending an opinion on themes as related to the AP Spanish language and culture themes
- Giving recommendations or advice based on planned or spontaneous situations
- Expressing cause and effect relationships within the context of familiar situations
- Understanding words and texts with familiar contexts and ability to make inferences based on background and prior knowledge.
- Engage in simple and complex conversations - ability to communicate opinions and knowledge in contexts related to oneself and immediate environment.
- Producing longer (<2 minutes), organized oral presentations, and writing short (<200 words), organized compositions in present, past and some subjunctive tenses with increasing proficiency using visual and technological support as appropriate
- Paraphrasing, using circumlocution, and body language to convey and comprehend messages

Knowledge Developed while using the language communicatively

- Some control of the usage of both past tenses (imperfect and preterite) to retell an event.
- Some understanding of subjunctive and the situations when it might be used
- Introduction to perfect tenses
- Introduction to conditional
- Narrative in the present, past and future
- Beginning control of the usage of connectors and conjunctions to develop more complex sentences and elaborate ideas.
- Broaden vocabulary to include synonyms and antonyms; prefixes, roots and suffixes
- Recognition of vocabulary and accents specific to different Spanish speaking countries

Required Prerequisites

- Spanish 3 or Spanish 3 Honors
- Recommendation of teacher or department head

AP Spanish Language and Culture

¿Te gustaría incrementar tu habilidad de comunicarte en español y hacerlo más fácilmente y con fluidez?

The AP Language and Culture course takes a holistic approach to language proficiency and it recognizes the correlation between vocabulary usage, language control, communication and cultural awareness. You will learn language structures in context and use them to engage in discussions about historical and current events. This course is equivalent to an upper-intermediate college course. The goal is to move the intermediate mid learner into an advanced low proficiency level in three modes of communication: interpersonal, interpretive and presentational.

Skills Developed (from The College Board AP course guide)

- Reading and replying to an email message - formal and informal emails
- Writing an argumentative essay based on 3 sources
- Participating in informal simulated conversations - with friends, classmates, family, teachers
- Interpreting audio, visual or audiovisual materials
- Delivering a presentation in response to a prompt
- Comparing and contrasting Spanish-speaking communities to their own communities
- Writing essays based on evidence from argumentative sources: article, graph and audio

Knowledge Developed while using the language communicatively

AP Spanish Language and Culture themes:

1. Families in Different Societies

- Lessons on – customs and values; education communities; family structure; global citizenship; human geography; and social networking.
- Essential questions on the theme of Families and Communities may include:
 - What constitutes a family in different societies?
 - How do individuals contribute to the well-being of communities?
 - How do the roles that families and communities assume differ in societies around the world?

2. The Influence of Language and Culture on Identity

- Lessons on – alienation and assimilation; heroes and historical figures; national and ethnic identities; personal beliefs; personal interests; and self-image.
- Essential questions pertinent to Personal and Public Identities may involve:
 - How are aspects of identity expressed in various situations?
 - How do language and culture influence identity?
 - How does one's identity develop over time?

3. Influences of Beauty and Art

- Lessons on architecture, describing beauty, defining creativity, fashion and design, language and literature, or visual and the performing arts.
- Essential questions on the theme of Beauty and Aesthetics may include:
 - How are perceptions of beauty and creativity established?
 - How do ideals of beauty and aesthetics influence daily life?
 - How do the arts both challenge and reflect cultural perspectives?

4. How Science and Technology Affect Our Lives

- Lessons on –access to technology; effects of technology on self and society; health care and medicine; natural phenomena; and science and ethics. Discuss the social effects of new

communication technologies based on existing news sources in Latin American, the Caribbean, or Spain.

- Essential questions geared toward a better understanding of Science and Technology may include:
 - How do developments in science and technology affect our lives?
 - What factors have driven innovation and discovery in the fields of science and technology?
 - What role do ethics play in scientific advancement?

5. Factors That Impact the Quality of Contemporary Life

- Lessons on—education and careers; entertainment; travel and leisure; lifestyles; relationships; social customs and values; and volunteerism. You may be asked to research social media and technology in Spanish-speaking populations and debate its impact on an individual's well-being.
- Essential questions on the theme of Contemporary Life may include:
 - How do societies and individuals define quality of life?
 - How is contemporary life influenced by cultural products, practices, and perspectives?
 - What are the challenges of contemporary life?

6. Environmental, Political, and Societal Challenges

- Lessons on – economic issues; environmental issues; philosophical thought and religion; population and demographics; social welfare; and social conscience.
- Essential questions related to Global Challenges may include:
 - What environmental, political, and social issues pose challenges to societies throughout the world?
 - What are the origins of those issues?
 - What are possible solutions to those challenges?

Required Prerequisites

- Spanish 4 with a grade of 95 or higher
- Spanish 3 Honors with a grade of 90 or higher
- AP Application completion required with teacher recommendation

Post AP Spanish Cinema, Cultures, and Conversation Honors

Let's talk about life! You will communicate and understand ideas in Spanish that communicate beyond the classroom. This is a conversation and composition course viewing, discussing and interpreting Spanish and Spanish-American films. This course will further develop your conversational fluency, as well as increase the level of sophistication of your written expression. This course is meant to be comparable to an Intermediate level university course. The goal is to move the intermediate high learner into an advanced mid proficiency level in three modes of communication: interpersonal, interpretive and presentational. The whole class is conducted exclusively in Spanish.

Skills Developed through reading, writing, speaking, and listening

- Communicating information and expressing with detail and organization on familiar and some new concrete topics using paragraphs.
- Expressing full ideas to maintain conversations on familiar topics and new concrete social, academic, and work-related topics.
- Communicating in paragraph length conversation about events with detail and organization.
- Confidently handling situations with an unexpected complication.
- Sharing point of view in discussions.

- Understanding main ideas and supporting details on familiar and some new, concrete topics from a variety of more complex texts that have a clear, organized structure

Knowledge Developed while using the language communicatively

- Exchanges information and ideas; interacts to meet needs in a variety of contexts, sometimes involving a situation with a complication; or explains preferences, opinions and emotions and provides advice
- Uses connected sentences that often combine to form paragraphs.
- Begins to explain perspectives (e.g. family or cultural values) by comparing familiar products (e.g. literary or historical figures) and practices (e.g. social norms, celebrations) in learner's own and other cultures.
- Converses using appropriate language and behavior and avoids major social blunders.
- vocabulary from academic, social and professional topics of interest.
- Maintains audience interest via technology, creativity, writing style, and elaboration on the topic or event.
- Shows consistent control of major time frames and frequently-used structures, in familiar and some unfamiliar contexts to tell a story, state a viewpoint with supporting evidence, or deliver presentations.
- Incorporates intercultural knowledge into presentations via language, register, content, or behavior.
- Identifies the complete main idea of the informational texts, main story in fictional texts, or main message in conversations and discussions.
- Identifies supporting details to the underlying message in informational texts, main story in fictional texts, or main message in conversations and discussions.

Required Prerequisites

- AP Spanish Language and/or AP Spanish Literature and Culture
- Recommendation of teacher or department head

11.6. Physical Education

[Kevin Hunt](#), Physical Education Department Head

Health and Fitness

This course is required for graduation and is required to be taken by all freshmen. It is designed to equip students with the vital skills needed for lifelong physical health, safety, and personal well-being. This course integrates practical physical training with classroom-based health education, emphasizing foundational strength movements, correct weight room mechanics, and injury prevention. Students will address other wellness topics including nutritional science, examine human development through sex education, and satisfy state safety mandates by completing the mandatory [Georgia Alcohol and Drug Awareness Program \(ADAP\)](#) required to obtain a Class D driver's license.

Strength and Conditioning

This course is designed for those junior varsity/varsity athletes training in both season and off-season.

11.7. Fine Arts

[Kim Tunnell](#), Anne H. and Robert K. Zelle Chair of Fine Arts

Darlington's Fine Arts Department offers visual art, performing arts, which includes instrumental, choral music, and theater, and communication arts which includes yearbook, journalism, and graphic design. Each of the classes offered in these programs strives to inspire students to engage their creativity and explore the benefit and transformative power of the arts. Students are encouraged to embrace skill-confidence, passion to reach their full artistic potential, and opportunities to activate their creativity. This will be accomplished through collaboration, preparation, teamwork, guidance and the consistent evaluation of student needs. The arts enhance other academic disciplines and give the brain more ways to process information and, in turn, produce ideas. Ultimately the goal is to cultivate successful artists through the implementation of excellent fine arts programming that is cohesive, well communicated and engaging for our entire community. All Fine Arts courses receive letter grades.

Art 1

You're the artist! Students learn to apply the principles of art (line, shape, value, texture, and color) by completing a variety of projects – ranging from drawing exercises to printmaking to works in clay.

Skills Developed

- Basic visual art skills (drawing, painting, printmaking), composition/design
- Material management (proper care and safe use of tools and materials)
- Artistic process (developing ideas to produce artwork using a variety of media, tools, and processes)
- Critical analysis/aesthetic understanding

Knowledge Developed

- Identification and use of the elements of art/principles of organization
- Use of appropriate vocabulary during the creation of artwork
- Use of appropriate vocabulary during the critique of artwork

Art 2

Students develop their artistic voice while they learn to apply the principles of art (line, shape, value, texture, and color) by completing a variety of projects – ranging from drawing exercises to printmaking to works in clay. As the year progresses, students move away from tightly controlled projects to more personal projects that reflect their interests and needs.

Skills Developed

- Improvement of visual art skills (drawing, painting, printmaking), composition/design
- Material management (proper care and safe use of tools and materials)
- Artistic process (developing ideas to produce artwork using a variety of media, tools, and processes)
- Critical analysis/aesthetic understanding

Knowledge Developed

- Identification and use of the elements of art/principles of organization
- Use of appropriate vocabulary during the creation of artwork
- Use of appropriate vocabulary during the critique of artwork
- Development of artistic voice

Required Prerequisites

- Art 1 or approval of instructor (portfolio review)

Art 3

Students develop their artistic voice while they learn to apply the principles of art (line, shape, value, texture, and color) by completing a variety of increasingly more demanding projects – ranging from drawing exercises to printmaking to works in clay. While still improving basic skills, students take the initiative to develop independent projects that reflect their interests and needs.

Skills Developed

- Improvement of visual art skills (drawing, painting, printmaking), composition/design
- Material management (proper care and safe use of tools and materials)
- Artistic process (developing ideas to produce artwork using a variety of media, tools, and processes)
- Critical analysis/aesthetic understanding

Knowledge Developed

- Identification and use of the elements of art/principles of organization
- Use of appropriate vocabulary during the creation of artwork
- Use of appropriate vocabulary during the critique of artwork
- Development of artistic voice

Required Prerequisites

- Art 1, Art 2, or approval of instructor (portfolio review)

Art 4

Students continue to develop their artistic voice while they learn to apply the principles of art (line, shape, value, texture, and color) by completing a variety of increasingly more demanding projects – ranging from drawing exercises to printmaking to works in clay. While still improving basic skills, students take the initiative to develop independent projects that reflect their interests and needs, with the ultimate goal of producing portfolio quality work.

Skills Developed

- Improvement of visual art skills (drawing, painting, printmaking), composition/design
- Material management (proper care and safe use of tools and materials)
- Artistic process (developing ideas to produce artwork using a variety of media, tools, and processes)
- Critical analysis/aesthetic understanding

Knowledge Developed

- Identification and use of the elements of art/principles of organization
- Use of appropriate vocabulary during the creation of artwork
- Use of appropriate vocabulary during the critique of artwork
- Development of artistic voice

Required Prerequisites

- Art 1, 2, 3, or approval of instructor (portfolio review)

AP Studio Art

The AP program is for serious seniors who have demonstrated excellence, self-motivation, and dedication in studio art. Portfolio guidelines, established by The College Board's AP Program, require the submission of a minimum of 27 works demonstrating Breadth (12 works), Concentration (10-12 works), and Quality (five

works). Students interested in this class will experience college-level learning and the inherent demands of that learning level.

Skills Developed

- Outstanding visual art skills (drawing, painting, printmaking), composition/design
- Material management (proper care and safe use of tools and materials)
- Artistic process (developing ideas to produce artwork using a variety of media, tools, and processes)
- Critical analysis/aesthetic understanding

Knowledge Developed

- Identification and use of the elements of art/principles of organization
- Use of appropriate vocabulary during the creation of artwork
- Use of appropriate vocabulary during the critique of artwork
- Development of artistic voice

Required Prerequisites

- Approval of instructor (portfolio submission)
- Completed AP Application

Cinema

Cinema is a great chance to learn more about the greatest directors and films in the American canon. If you like movies, this class is for you! It offers the opportunity to take an in-depth look at some of our country's iconic films, greatest directors, and participate in thought-provoking exploration of the impact and culture of modern movie-making. Through the study of directors' aesthetics and viewing of films, you will explore how film both reflects and contributes to our cultural trends and exists as a significant art form. This class is open to juniors and seniors and requires parental permission for viewing films rated G-R.

Skills Developed

- Students learn interpretative methods
- Students develop awareness of film aesthetics
- Students learn to interpret, make connections, ask questions and make inferences by thinking critically

Knowledge Developed

- The significance of film as an aesthetic entity
- The relevance of the director's style and philosophy in film product
- The varying approaches to film as art as seen through exploration of directorial style
- The ability to pinpoint perspective, style and nuance in great films and what makes them great
- Literary values incorporated in film (theme, plot, character, etc.)

Special Notes

- Viewing permission of G, PG, PG-13, and R-rated films

Concert Choir

For the motivated and experienced choral singer, Concert Choir is a mixed ensemble for those students who are proficient with vocal technique and musicianship and wish to develop those skills to a mastery level. In addition to presenting three to four concerts throughout the year, the choir performs at various school functions, and represents Darlington at various civic and school-related events on and off-campus, including a choir tour during the spring semester. A successful Concert Choir member is dedicated and invested.

Skills Developed

- Demonstrate ability to sing accurately in parts
- Produce vocal tone appropriate to various styles of music
- Communicate expressively through dynamic contrast, vocal tone, facial expression, and body language
- Identify and solve issues of balance, blend, and ensemble
- React appropriately to a conducting gesture
- Read music (both pitch and rhythm) from a printed score

Knowledge Developed

- An understanding of the fundamentals of musical notation, including pitches and note values, key and time signatures, and musical terms
- A vocabulary to describe the standards of vocal/choral excellence
- Knowledge of the musical, literary, historic, cultural, and/or religious context of chosen repertoire

Required Prerequisites

- At least one year of prior choral experience is strongly encouraged
- Membership is based on auditions held in the spring for the following year (and in the first week of school for new students). Auditions are comprised of a student's demonstration of music reading ability, intonation, and musicality

AP Music Theory

Why did the composer choose to write the melody this way? Why does this chord tug at my heartstrings so strongly? And why does this piece just seem strange? AP Music Theory develops a student's ability to recognize, understand and describe the basic processes and materials of music as they are heard or presented in a musical score. Students will use listening, singing, and written exercises to develop aural, analytical, and composition skills.

Skills Developed

- Write and analyze music following common practice techniques in contrapuntal techniques, voice leading, chord progressions and figured bass
- Identify and recite intervals, chords and scales both aurally and on paper
- Identify and recite melody, harmony, and rhythm both aurally and on paper through sight-reading and dictation

Knowledge Developed

- Basic pitch and rhythm notation
- Tonality — major, minor
- Scales — major, minor, modal, pentatonic, whole tone
- Intervals and transposition
- Introduction to melodic organization and counterpoint
- Triads and seventh chords
- Roman numeral analysis and figured bass symbols
- Part writing
- Cadences
- Harmonic progression
- Texture/form
- Non-harmonic tones/motivic treatment

- Secondary dominants/tonicization
- Modulation to closely related keys
- Introduction to extended harmony

Required Prerequisites

- Teacher recommendation along with theory level placement test
- Ability to read music
- Performance ability on an instrument or in voice

Beginning Instrumental Methods

The Instrumental Methods course is designed for a beginning instrumentalist who wishes to learn an instrument or one day become part of either the Orchestra or Band. In class, students learn to read music and perform independently and with an ensemble. Each student will ultimately be able to transfer the skill acquired in class into a deeper appreciation for instrumental music or towards successful participation in an ensemble class the following year. All aspiring band (including guitar) and orchestral instrumentalists welcome. Private lessons outside of class are strongly recommended as a supplement to the in-class experience.

Upper School Band

At the Upper School, students will find that the Wind Ensemble is extremely versatile. This award-winning group plays music from the standard concert and symphonic repertoire. The Wind Ensemble offers every student the opportunity to build proficiency beyond his or her current skill level.

Skills Developed

- Performing on instruments, alone and with others, a varied repertoire of music
- Reading and notating music
- Improvising melodies, variations, and accompaniments
- Composing and arranging music within specified guidelines
- Rhythm reading proficiency

Knowledge Developed

- Listening to, analyzing, and describing music
- Evaluating music and music performances
- Understanding relationships between music, the other arts, and disciplines outside the arts
- Understanding music in relation to history and culture
- Appreciation of music of multiple styles and genres

Required Prerequisites

- Suggested previous ability on instrument
- Ability to read music

Special Notes

- Stadium Band is required for all participants (excluding special circumstances)
- Spring competitive festival is required (excluding special circumstances)
- Each participant is required to provide proper concert attire (black tuxedo for gentlemen and black floor-length gown for ladies)

Orchestra

Do you play a stringed instrument? Orchestra is for all string players and the class accommodates all skill levels by allowing participation in the String Ensemble without audition. Repertoire covers the major symphonic styles. The Orchestra offers every student the opportunity to build proficiency beyond his or her current skill level.

Skills Developed

- Performing on instruments, alone and with others, a varied repertoire of music
- Reading and notating music
- Improvising melodies, variations, and accompaniments
- Composing and arranging music within specified guidelines
- Rhythm reading proficiency

Knowledge Developed

- Listening to, analyzing, and describing music
- Evaluating music and music performances
- Understanding relationships between music, the other arts, and disciplines outside the arts
- Understanding music in relation to history and culture
- Appreciation of music of multiple styles and genres

Required Prerequisites

- Suggested previous ability on instrument
- Ability to read music

Special Notes

- Spring competitive festival is required (excluding special circumstances)
- Each participant is required to provide proper concert attire (black tuxedo for gentlemen and black floor-length gown for ladies)
- Orchestra members are encouraged to audition for the string quartet

Keyboard Musicianship

Want to learn to play a keyboard instrument and read music? Maybe you know how to do both of these things but would like to improve in ability and skill. This class provides an opportunity for both beginner and advanced students to develop and improve keyboard skills and knowledge of musicianship and music theory.

Skills Developed

- Keyboard skills
- Performance skills
- Collaborative piano (accompanying skills)
- Written and aural music theory skills

Knowledge Developed

- Ability to read musical notation, including pitches and note values, key and time signatures, and musical terms
- Scales (major and minor), intervals, and chords
- Ability to read chord charts and lead sheets
- Ability to play cadences and harmonize a melody
- Expression through musical means such as dynamics, tempo, tone, and phrasing

- Knowledge of the musical, literary, historic, cultural, and/or religious context of chosen repertoire

Required Prerequisites

- A serious interest in acquiring and/or furthering one's ability to play piano and understand music theory

Learning Modes

- Rehearsal of assigned repertoire
- Musicianship skill practice
- Theory assignments
- Lectures on theory principles
- Listening activities
- Studio performances and discussion
- Individual practice time outside of class

Special Notes

- May be taken as a course in the fundamentals of music theory, with a keyboard emphasis

Beginning Women's Chorus

Have you always wanted to learn how to sing well? Or do you simply enjoy music and being with other people? For all these, and many other reasons, the Beginning Women's Chorus is your place to learn the basics of how to sing, read, and appreciate music with a group of women with the same goal. Through daily rehearsals and the use of a wide variety of musical styles, students will learn about healthy vocal production, musicianship skills and sight-reading, as well as the skills necessary for ensemble singing.

Skills Developed

- Produce proper vocal tone appropriate to various styles of music
- Demonstrate ability to sing accurately in 1, 2 and 3 parts
- Communicate expressively through dynamic contrast, vocal tone, facial expression and body language
- Identify and solve issues of balance, blend, and ensemble
- React appropriately to a conducting gesture
- Read music (both pitch and rhythm) from a printed score

Knowledge Developed

- An understanding of the fundamentals of musical notation, including pitches and note values, key and time signatures, and musical terms
- A vocabulary to describe the standards of vocal/choral excellence
- Knowledge of the musical, literary, historic, cultural, and/or religious context of chosen repertoire

Communication Arts I

This entry-level course covers the basics of photography, journalism and graphic design. Students will take and edit photos, learn how to interview and write captions and stories and start with basic skills in graphic design and page layout. This course is great for students who, in the future, might be interested in working on the yearbook or student newspaper. Cameras and software are provided.

Knowledge and Skillsets Included

- Beginner photography and photojournalism (taking photos and editing them in Adobe Lightroom)
- Basics of journalism
- Interviewing and reporting

- News- and caption-writing and AP Style
- Beginner page layout and graphic design (including the use of Adobe InDesign)

Communication Arts II/III/IV (Yearbook)

This advanced-level course features students who produce the Jabberwokk Yearbook. Editors lead this fast-paced process, where staff members document Darlington history and tell the story of the year using photos, writing and graphic design. Students make decisions and create content throughout the entire process, including choosing the book's theme, designing the cover, choosing which events to cover, taking photos, writing captions and stories, designing spreads, placing the portraits, creating the index, selling ads and so much more. Staff members will also manage the Jabberwokk's social media platforms to promote content and connect with their audience. Yearbook is a commitment, and staff members are expected to help outside of class to finish the yearbook on time and to a high standard. Previous credit earned from taking Communication Arts in the Upper School or eighth grade is encouraged, and approval by the Jabberwokk adviser is required to join.

Knowledge and Skillsets Included

- Basics of journalism
- Interviewing and reporting
- Caption-writing, story-writing and AP Style
- Advanced photography and photojournalism (including photo selection and editing in Adobe Lightroom)
- Advanced page layout and graphic design (including the use of Adobe InDesign, Photoshop and Illustrator)
- Social media management and competence
- Editorial leadership and decision-making
- Deadline management and accountability

Communication Arts II/III/IV (The Newsroom)

This advanced-level course features students who will staff the Darlingtonian: Darlington's student news source. Staff members will learn the basics of journalism, including how to be an informed consumer of the news and how to write/share the news for their audience. Editors lead this fast-paced class, where staff members find and choose topics and angles, interview sources, write articles and tell the stories of our student body. Staff members report on academics, sports, student life, culture, clubs, arts, breaking news and more through news articles, features, opinion pieces, reviews, photos, videos and any other forms of storytelling. Staff members will learn practical skills like AP Style for journalistic writing and how to use and navigate Wordpress, and staff members will also manage TheDarNews social media platforms to promote content and connect with their audience. The website, which students design, build, maintain and populate with content, is accessible at www.darlingtonian.com. Previous credit earned from taking Communication Arts in the Upper School or eighth grade is encouraged, and approval by the Darlingtonian adviser is required to join.

Knowledge and Skillsets Included

- Basics of journalism (law and ethics)
- Interviewing and reporting
- News-writing and AP Style
- Wordpress operation
- Social media management and competence
- Editorial leadership and decision-making
- Deadline management and accountability

Stagecraft

Stagecraft provides the student with an overview of technical theatre practices as they explore theatre as art, the tools of the theatre technician, theatre safety, building and design as craft, and technical theatre occupations. Students build 3 full-scale sets for live public performance, and experience a wide variety of technical theatre processes as Stagecraft creates art from a bare stage to opening night. The class is designed to inspire students to develop a love and appreciation for the art of technical theatre. Diversified methods of learning include designing, building, research, analysis, experimenting, and much more. Assignments and activities are integrated to target kinesthetic, auditory, visual and verbal learners.

Knowledge and Skillsets Included

- Experience with building and design
- Development of lifelong skills and creativity
- Complex problem-solving abilities
- Strong organizational skills
- A positive work ethic

11.8. STEM Electives

While a STEM credit is not necessary for graduation from Darlington, we have offerings for those students who are interested in this ever-changing field. Some of the courses cross disciplines and are listed in the math, science, and fine art department course descriptions. Here is a listing of STEM electives currently available:

AP Computer Science Principles

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

Knowledge and Skills Developed

- Developing algorithms
- Computer programming (Python)

Required Prerequisites

- Sophomore, Junior, Senior level course

Learning Modes

- Individual Practice and Projects
- Group challenges
- Online tutorials
- Peer Teaching and Learning

AP Computer Science A

Software is everywhere: in your phone, television, car, and thermostat, as well as in the applications and Web pages on your computer. This course seeks to build an appreciation for our reliance on software by building an understanding of intermediate programming methodology, problem-solving and algorithm development. The

course will teach the fundamentals of computer programming using Java syntax along with exploring ethics and current events. This course is open to interested students with some programming experience. A strong background in mathematics, particularly algebra, is necessary.

Skills Developed

- Technical, problem solving, coding, logical

Knowledge Developed

- Programming fundamentals, Java syntax, algorithmic problem solving

Required Prerequisites

- Approval of teacher
- 90 in Algebra 2 or 85 in Algebra 2 Honors
- Prior coding experience and/or 85 in AP Computer Science Principles
- Completed AP application

Introduction to Engineering/Robotics

Students will work on small teams within a project-based framework to learn the basics of engineering and robotics.

Knowledge and Skills Developed

- Prototyping and product development
- Computer programming (C++)
- Basic electronics (Arduino and the Pitsco Prizm system)
- Computer-aided design (TinkerCAD and AutoDesk Fusion360)
- Robotics design and construction (Tetrix, Actobotics and GoBilda systems)
- Maintenance of an engineering notebook

Required Pre-requisites

- Algebra 2

Learning Modes

- Group challenges
- Team Competitions
- On-line tutorials
- Peer Teaching and Learning

Special Notes

- The Introduction to Engineering/Robotics courses can be taken at any grade level, and it counts as an additional Science class. The course is a required prerequisite for the Robotics Honors course. Students enrolled in this course are eligible for after-school participation on our Junior Varsity-level robotics team.

11.9. Senior Ventures

What is Senior Ventures?

A year-long senior project built on a framework of leadership, innovation, and community engagement. The topic and the project design will be chosen by an individual student, and the journey is guided by Darlington faculty as well as mentors in the community. Most projects will fall into one of the following categories: Investigation, Performance, Entrepreneurship, and Outreach. Proposals that are interdisciplinary in scope with connections to professionals in the community are strongly encouraged. Each project is expected to have components of experiential learning (shadowing, internship, travel, volunteering, etc), positive citizenship, and technology integration.

Who can participate?

Current juniors are eligible to apply individually. There are no specific academic requirements. Candidates will be selected according to proposal quality, feasibility, and commitment. A committee of three adult mentors, preferably two Darlington teachers/staff members and one expert from the community, will be selected for each project by the student(s) and faculty supervisors.

When are the important dates?

Current juniors may submit 300-word proposal abstracts by mid February. Invitations to draft full proposals with mentor assistance will be sent out to 5-10 students one week later. Project work must begin no later than April of the junior year and end no later than May of the senior year. A significant portion of the project should be completed by November of senior year for college and scholarship applications. Incremental progress must be documented and shared with mentors. A TED-style talk or other form of presentation will be given to the school community for each project during the spring of the senior year.

What is the value of participating in Senior Ventures?

For the students:

- Presents an opportunity for deep experiential learning in a field of their choice
- Fosters community engagement, networking, and effective communication
- Encourages practical goal setting and decision-making over the course of a year
- Demonstrates skill, productivity, and commitment to prospective universities
- Develops the diligence and autonomy necessary for college success

For the faculty/staff:

- Creates deeper connections with students and community
- Builds an environment of collaboration among faculty members and community mentors
- Encourages professional growth and develops new interest areas

For the greater school community:

- Brings more rigor and engagement to our senior experience
- Places more students in genuine leadership roles on and off campus
- Encourages underclassmen to develop skills in areas of interest
- Demonstrates fulfilling ways to apply wisdom and service

How does the program work?

Starting in the early spring of the junior year, students accepted into the program will have regular meetings with their committee to steer project development and to work out logistics. A class period will be assigned to participating students at the start of their senior year. This “coworking” period will provide shared time for completion of goals, meetings with faculty/mentors, leadership seminars, and other tasks related to the program. Mentors will emphasize the importance of process over product throughout the year. A series of incremental deadlines will be devised for each project, and a detailed journal will be required. Training on

business plan development, budgeting, and communication will be provided for all participants. The spring will be used to finalize project work and to design presentations to be shared with the school community.

Sample Projects

Investigation:

- Impact of South Rome Redevelopment on local citizens
- Water quality monitoring and biodiversity assessment of Silver Creek

Entrepreneurship:

- Create and run a small business
- Develop, launch and maintain an iPhone app

Outreach:

- Design and implementation of a music education experience at the Boys & Girls Clubs
- Outdoor classroom and pollinator garden design at Darlington

Performance:

- Write and direct a play
- Write and self-publish a book

Please contact [Jordan West](#) with questions about this program.