

# **ST. STEPHEN'S SCHOOL ROME ITALY**

## **COURSE DESCRIPTIONS Academic Year 2018-2019**



# ENGLISH

The St. Stephen's English department creates an inquiry-- based, student--centered learning environment, where instruction encourages critical thinking, reading and writing. Through active discourse, students develop an appreciation of how the texts they study connect to other texts, their lives and the world around them. We nurture an appreciation of language and cultivate student confidence.

St. Stephen's English classes aim to:

- foster an appreciation of craft in a variety of genres
- develop critical reading strategies that allow students to interpret, evaluate and appreciate challenging texts
- inspire students, through their writing, to assimilate their critical reading experiences with the world around them
- study texts from a wide range of places and time periods
- encourage students to be articulate speakers who use language and register that is appropriate for different audiences and purposes

## English 1

### Grade 9

The grade 9 English course develops reading, writing and thinking skills and stresses vocabulary enrichment, grammatical and syntactical accuracy, thoughtful revision and careful editing. Students are encouraged to experiment with the various forms of written discourse and explore a range of voice and audience in their writing. Study of the novel, short story, poetry and drama offers students a foundation in literary analysis.

## English 2

### Grade 10

The grade 10 English course continues genre study with a greater focus on language skills development and sentence fluency. Vocabulary and grammar are taught through the study of literature, and students experiment with developing their own written style. Reasoning and oral skills are strengthened through class discussion, debate, presentations and dramatic interpretation as well as formal essay writing. Literature in



this course is drawn from the American and British traditions. Students also read a selection of non--fiction and news publications.

### **English 3 Literature**

#### **Grade 11, IB English Literature Higher/Literature & Performance Standard Level Year 1**

This course serves as the first year of the IB English Literature program and includes the study of texts recommended by the International Baccalaureate. In keeping with the philosophy of the English Department, the literature is drawn from various cultures, periods and genres providing a rich background of knowledge for students. Student coursework includes oral presentations, creative writing assignments, analytical essays and commentaries. Students are assessed according to IB criteria and standards.

### **English 3 Language and Literature**

#### **Grade 11, IB Language and Literature Higher level year 1**

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across different literary forms and textual types alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture.

### **English 4 Literature**

#### **Grade 12, IB Literature Higher Level Year 2**

This course continues the study of literature initiated in English 3 Lit and an additional six to eight texts are studied. Students preparing for the IB Literature examinations complete coursework for both internal and external assessments. The components and assignments in this course focus on enabling students to engage in close, detailed and critical examination of written text by way of commentary and essay. Students are assessed according to IB criteria and standards.



## **English 4 Language and Literature**

### **Grade 12, IB Language and Literature Higher Level Year 2**

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across different literary forms and textual types alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture.

## **English 4 Literature & Performance**

### **Grade 12, IB Literature & Performance Standard Level Year 2**

In this course, students work on their personal interpretation of literature by staging scenes and planning performances, and then developing a detailed analytical reflection on their pieces. Structured as a project-based course, the classes alternate (1) readings of plays with a discussion of their possible performances with (2) practical performance work.

## **English Language Support (ELS)**

### **Grades 9, 10, 11**

This is a supplementary course for non--native English speakers who need extra support in the basic English language skills of reading, writing, listening and speaking. There is an emphasis on vocabulary acquisition, grammar practice and oral participation.

# **MODERN LANGUAGES**

St. Stephen's Modern Language department believes that knowledge of other languages is an essential requirement for any individual in today's world. We also believe that knowledge and study of a second language broadens students' horizons and their outlook on other cultures, and consequently enhances the capacity for self-expression, understanding and interaction between individuals from a variety of backgrounds and nationalities.

Language courses are divided into two strands: 1) first language and literature and 2) foreign language.



First language and literature courses at St. Stephen's aim to:

- study texts from a wide range of places and time periods
- foster an appreciation of craft in a variety of genres
- develop critical reading strategies that allow students to interpret, evaluate and appreciate challenging texts
- inspire students, through their writing, to assimilate their critical reading experiences with the world around them
- encourage students to be articulate speakers who use language and register that is appropriate for different audiences and purposes

Foreign Language courses at St. Stephen's aim to:

- promote an appreciation of the wealth and subtleties of language
- heighten awareness of language as a means of expression and communication and enhance students' capacity for expression
- encourage students to engage freely in conversation and to explore the culture(s) connected to the language studied
- broaden outlooks on other cultures by studying original language texts covering an extensive range of topics
- promote an enjoyment of, and interest in, the literature and cinema of different cultures

Placement of new students in the appropriate level is determined through interview and a writing sample, where applicable.

## Italian

### Italian Language 1

#### All grades, IB Language Ab initio Year 1

The goals of Italian 1 are to instruct the absolute beginner in vocabulary, grammar and idiomatic expressions so that he or she may begin to speak correctly and develop an awareness of Italian culture. Oral and written expression of Italian is approached through a series of graded exercises and simple conversations. Field trips to historical sites in Rome are taken regularly in order to acquaint the student with the city and its people.



## **Italian Language 2**

**All grades, IB Language Ab initio Year 2**

Italian 2 continues the work of Italian 1 by reinforcing the student's knowledge of the language as an expression of Italian civilization. Grammar, vocabulary and syntax are reviewed and students begin to prepare for upper level courses as they gain a wider and deeper sense of Italian culture through Italian movies, field trips, and the study of 20th century Italian history.

## **Italian Language 3**

**Grades 10/11, IB Language B Standard level**

This course is designed for intermediate level students whose first language is not Italian. Students are asked to concentrate on listening, reading and writing in order to strengthen their grammar and syntax. Special emphasis is placed upon the use of subjunctive and conditional and on the use of prepositions. Class discussion will be encouraged through the use of a variety of supports: article from Italian newspapers and magazines; TV news, movies, pictures. The goal is to increase students' fluency exposing them to Italian culture and language, making them able to self-organize the rules within the learning process. A crucial role will be played by the Italian books they'll read during the year, in classroom or at home, to enrich the comprehension of written texts. Their writing skills will be improved through exercises and writing short essays and letters. This course is the first year preparation for the IB language B Standard level exam.

## **Italian Language 4**

**Grade 11/12, IB Language B Higher/Standard level**

This course is designed for upper-intermediate students whose first language is not Italian, who intend to continue their study of the Italian language and to take the IB Language B exam. Students are asked to deepen their knowledge of Italian society and culture of the 20th century. Texts include novels by contemporary authors, newspaper articles and extracts from magazines.

## **Italian Language 5**

**Grade 12, IB Language B Higher Level**

This course is designed for advanced students of Italian who intend to take the IB Language B Higher level exam. Students are required to prepare for both oral and



written IB exams by reading books of modern and postmodern authors, as well as extracts from magazines and newspapers. Students will acquire a basic knowledge of Italian history and culture. They will write essays on contemporary events and answer questions on assigned readings.

## **Italian Literature 1**

### **Grade 9**

This course is designed for native or bilingual speakers who have studied Italian as a primary language. This course builds a foundation for reading literature, writing literary analysis, and understanding Italian culture and history. Students work on reading comprehension at a sophisticated level, and learn to write analyses of texts. Through frequent compositions and essays, they will improve their grasp of written grammar. Students are required to participate in class discussions, which then forms the basis for more structured oral presentations. In addition, the exposure to newspaper articles, political cartoons, and movies inspires and guides discussions about Italian history and civilization.

## **Italian Literature 2**

### **Grade 10**

This course is designed for native or bilingual speakers of Italian who intend to continue their study of the Italian language at the IB level and who aim to strengthen both their oral and written expression. The main objectives of the course are to consolidate syntax, refine vocabulary, and improve students' knowledge of 19th century Italian literature, history and culture. Texts include Italian literary masterpieces, as well as contemporary reading material.

## **Italian Literature 3**

### **Grade 11, IB Italian A Language and Literature Year 1**

This course is designed for native speakers of Italian (or students who have a similar level of fluency). The course assumes both a sound degree of linguistic precision and coherence and a mastery of the language appropriate for the study of literature. This course aims to help students express themselves with clarity and accuracy, both orally and in writing. Students grow to appreciate a language's complexity, wealth and subtleties in a variety of contexts.



## **Italian Literature 4 SL/HL**

### **Grade 12, IB Italian A Language and Literature Year 2**

This course is designed for native speakers of Italian (or students who have a similar level of fluency). The course continues the development of the student's linguistic skills and it pursues a thorough ability in critical analysis. Students are engaged in appreciating similarities and differences between literary works from different eras. Students develop a sound knowledge of Italian culture.

## **French**

### **French Language 1**

#### **All grades**

This course teaches the basic structure of the French language with the aim of developing the student's reading, writing and speaking skills. Oral expression is approached through reading aloud, pronunciation exercises and simple conversation.

### **French Language 2**

#### **All grades**

French 2 continues the development and mastery of fundamental reading, writing and speaking skills in French. The vocabulary learned in French 1 is extended and increased, and one begins to approach civilization topics through the use of videos and movies as a means of further introducing the student to a wider knowledge of the French language and culture.

### **French Language 3**

#### **Grades 10/11, IB Language B Year 1**

This course provides a general reinforcement of grammar covered in the first two years. Students start to read about current events and engage in classroom discussion. A variety of topics are covered through the use of a variety of supports: movies, documentaries, songs, pictures, TV news, internet and articles from newspapers. A variety of topics will be covered during the year which will increase students' fluency exposing them to Francophone culture and language.



## **French Language 4**

### **Grade 11/12, IB French Language B Standard year 2/Higher Level Year 1**

This is a language acquisition course for students with a good level and background in French language. While improving their knowledge of the language, students also explore the culture(s) connected to it. During this course the students will develop receptive, productive, and interactive skills. Students read about current events and engage in classroom discussion. This will be encouraged through the use of a variety of supports: movies, documentaries, songs, TV news, pictures, articles from newspapers, websites and internet resources. The goal is to increase students' fluency exposing them to Francophone culture and language.

## **French Language 5 HL**

### **Grade 12, IB Language B Higher Level Year 2**

Fluent knowledge of the French language, both oral and written, is taken for granted. As in French 4, texts from a variety of genres are studied as well as topics relating to French civilization. Particular attention is given to interactive communication. This course prepares students to take the examinations noted above. In literature students will read and thoroughly study novels, poetry and theatre. They will be reading and studying newspaper articles on a regular basis. In grammar there will be a review of the main challenges of the French language: many of the exercises will be done through IB exams.

## **French Studies**

### **Grades 9/10**

This course is designed for native speakers and bilingual French students. Poems, songs and movies enrich the revision of basic grammar. Emphasis is placed on French culture, literature and history. Students will be asked to do research, make oral presentations and read French literary works.

## **French Literature**

### **Grades 11/12, IB French A Language and Literature**

This course is designed for native speakers and for bilingual French students. Emphasis is placed on elements of French culture, literature and history. The preparation for the IB French literature examination is spread over two years.



# Spanish

## Spanish Language 1

**Grades 9, 10**

This course is designed for students of Spanish as a second language who have no or very little previous exposure to the language. Basic grammar: verbs, moods and tenses will be studied.

## Spanish Language 1 Advanced

**Grade 9, 10**

This course is designed for students of Spanish as a Foreign Language who have some previous knowledge of basic grammar: verbs, moods, tenses. Emphasis is given to interaction to improve fluency in the use of the language. The students read and make summaries on articles at the advanced basic level.

## Spanish Language 2

**Grades 9/10**

This course is designed for students of Spanish as a Foreign Language who have attended a formal basic grammar program. They should know regular and irregular verbs, all of the moods and tenses and have a fair command of the spoken language.

The students read and summarize articles from advanced intermediate level texts and analyze excerpts from Spanish and Latin American literary works. By the end of the year, the students should be able to read short stories and handle brief summaries and analyzes.

## Spanish Language 3

**Grades 10/11, IB Language B Year 1**

This upper level Spanish course is designed for advanced students of Spanish as a foreign language. Students will reinforce their grammar and syntax: the verb, the moods: indicative, conditional and subjunctive, imperative. They will read and comment on articles from Spanish and Latin American magazines and newspapers and will be introduced to formal text analysis on works of classic and contemporary literature from



the Spanish speaking world, both from excerpts and complete novels, theatre and poetry.

## **Spanish Language 4**

**Grades 12, IB Spanish B SL Year 2, HL year 2**

At this level, students should have consolidated syntax and grammar, obtained a good command of their vocabulary and fluency. Students will read and discuss articles on current affairs from the Spanish speaking world. Complete works from Spanish and Latin American authors will be analyzed. These include classic and contemporary novels, theatre, and poetry.

# **HISTORY**

History at St. Stephen's is a four-year program that instills a lasting love of the fundamental political, cultural, and socioeconomic forces that have shaped our world. Using one of the world's great museums of history – the city of Rome – students interact and explore on a personal level while teachers assist their growth, encouraging open--mindedness and critical thinking.

St. Stephen's History classes aim to:

- focus on the nature of history as a course of study in order to emphasize critical thinking about issues in the modern world
- introduce students to the fundamentals of historical writing and research while developing a critical approach to sources
- deliver a cohesive, coherent program of study that spans from the classical period to the modern era and maintains a local focus while placing these histories in context of our world

## **Roman Topography**

**Grade 9**

This course or Latin 1 is required of all ninth graders. This course, unique to St Stephen's School, gives students the opportunity to learn about Roman history and society through direct study of the monuments and museums of Rome. Within a chronological framework, students learn to look at Roman art and architecture as reflections of the social, political, economic, religious and artistic life of the time. St



Stephen's central location allows regular weekly field trips, which form the basis of the course. Students participate in the Medusa Mythology Exam in December as well.

## **Medieval/Renaissance History**

### **Grade 10**

This course uses Rome as the source from which students learn about European and Mediterranean history and civilization from Late Antiquity to the Renaissance. The city provides a world-unique laboratory for studying historical change, which we will then set in its wider geographical, historical and cultural context. Students are introduced to the question of how and why the antique Mediterranean world of the Roman Empire was transformed into that of Medieval Christendom and how early modern Europe emerged from its medieval matrix during the Renaissance.

## **United States History**

### **Grades 11/12 (offered in second semester if sufficient demand)**

Emphasis is placed on the evolution and development of American political, social, economic and cultural traditions from colonial times to the present. Attention is given to the ways in which American society evolved from its European roots and to the major stages in the development of its unique political and social values. Special concern will be placed on analyzing primary and secondary source materials as well as on the development of writing skills.

## **Art History**

### **Grades 11, IB Art History Standard Level Year 1 (school based syllabus)**

Art history is the study of the rich heritage of visual arts produced by human societies. This production, ranging from painting, sculpture, architecture, design, photography and applied arts, to installation, conceptual and body art, has found expression in human cultures from the earliest times, and has fulfilled a range of functions. The art historian is concerned with the formal appreciation of these works and the understanding of their meaning and function within the culture that produced them, as well as the relationships between one culture and another. Visual literacy is particularly relevant in an age when we have unprecedented access and exposure to images.



## **The Baroque Age (Art and Architecture of 17th Century Europe) and 19th and 20th Century Artistic Movements**

**Grade 12, IB Art History Standard Level Year 2**

In the first semester, we study the Baroque Age, concentrating on major seventeenth-century works in Europe. In the second semester, we examine 19th and 20th century artistic movements in Europe and the United States. Throughout, we will evaluate works in their social, historical and political context, and consider their role and place in the wider picture of global art history. To complement class-based study, we will regularly explore artistic monuments in Rome as well as the city's urban environment.

## **Modern European History**

**Grades 11, IB History Higher/Standard Level Year 1**

This course explores the roots of nationalism in Europe from the unification of Italy and Germany in the nineteenth-century to the outbreak of the First and Second World Wars in the twentieth. Particular attention is given to the rise of authoritarian states during the inter-war years in Italy and Germany. The course is the first part of a two-year sequence, the second of which will explore case studies from Asia, especially China and Japan. Our aim is to move beyond the key events or actors involved to the processes behind them - the causes and consequences, practices and methods, aims and responses of war and authoritarian rule.

## **Early Modern History, 1492-1699**

**Grades 11, 12 IB Standard Level (one year course)**

This course fulfills the requirements of IB History at Standard Level (SL) and is a one-year anticipated course. It explores the rise and clash of imperial powers in Europe and the Islamic world in the two centuries from the Fall of Granada to the second failed Ottoman siege of Vienna. The course will spotlight the rivalry between the Ottoman Turkish and Spanish-Habsburg Empires for dominance in the Mediterranean, north Africa and Europe, set against a backdrop of exploration and imperial expansion into the Indian and Atlantic Oceans. Attention will be given to how the cities or states of Italy and Europe were drawn into this conflict, as new forms of wealth and government fueled the phenomenon we call the 'Renaissance,' while challenges to Roman authority



plunged Europe into religious reformation and war. On the Ottoman side, similar processes were at work as Sultans vied for the legacy of Roman Imperium and the Caliphate, forming a useful point of historical comparison.

## **Contemporary World History**

### **Grades 12, IB Higher/Standard level Year 2**

This course covers major world historical events since 1871. The topics covered are the main ones emphasized in the IB History Examination. Particular emphasis is placed on the First and Second World Wars and developments in the inter-war period with focus centered on, but not limited to, Europe including Russia. The scope of the class includes attention to political, economic and social factors in both international and domestic arenas. Students sitting Higher Level IB Exam cover additional material from this period at greater depth.

Prerequisite: Modern European History

# **ECONOMICS**

Economics at St. Stephen's awakens students' sense of the broader modern world and the forces that shape current events. Over two years, students explore the fundamental principles of the discipline and a wide range of economic interpretations -- orthodox and alternative -- that help them answer questions about the world around them.

St. Stephen's Economics classes aim to:

- encourage the systematic and critical study of: human experience and behavior; physical, political, economic and social environments; the history and development of social and cultural institutions
- develop students' capacity to identify, to analyze critically and to evaluate theories, concepts and arguments regarding the nature and activities of the individual and society



- enable students to collect, describe, analyze and interpret complex data and source material and to test hypotheses
- illustrate that the knowledge and methodologies of the subjects across the social sciences are contestable and that their study requires the acceptance of uncertainty.
- develop an awareness that human attitudes and beliefs are widely diverse and that an understanding of social structures and systems requires an appreciation of such diversity.

## Economics 1

### Grade 11, IB Higher/Standard Level Year 1

In addition to preparing students to meet the requirements of the IB program successfully, the course aims to help students develop essential economic concepts and apply them to real-life situations. Over the academic year, the class cements the concepts of Micro and Macro and as time permits, explore the remaining two areas of International Economics and Developmental Economics. Students will learn how to structure and create two IA's (internal assessments) in Micro and Macro, that they may use the following year subject to the approval of their SL or HL instructor.

## Economics 2

### Grade 12, IB Higher/Standard Level Year 2

This course is the continuation of the Economics 1 course in the students' Junior year. In addition to preparing students to meet the requirements of the IB program successfully, the course aims to help students develop essential economic concepts and apply them to real-life situations. Over the academic year, the class completes the work started in their first year by reviewing Micro and Macroeconomics and focusing in detail the final two sections of International and Developmental Economics.

**HL Additional topics:** Theory of the Firm, mathematical calculations of Price Levels, GDP deflator, elasticities, Keynesian Multiplier, and marginal tax rates. HL students will also master advanced concepts such as the Marshall-Lerner condition, J-Curve and Terms of Trade.

Prerequisite: Economics 1



# CLASSICAL STUDIES

St. Stephen's location in the heart of ancient Rome offers a unique dimension to the study of Classics, for the city inevitably becomes an extension of the classroom, both in the history (Roman Topography, Classical Greek and Roman Studies) and the language (Latin) courses. Field trips form the basis of the Roman Topography course, and are also undertaken, when appropriate, in Latin and in the Roman semester of Classical Greek and Roman Studies.

Classical Studies classes at St. Stephen's aim to:

- encourage students to comprehend and appreciate the rich legacy of the Greco--Roman world through a study of the literature, art and architecture, language and history
- develop language skills and the awareness of language as an integral part of culture
- promote critical/analytical reading of primary sources, both literary and historical
- challenge students to make connections between the ancient world and other worlds, including their own

## Roman Topography

### Grade 9

This course, unique to St Stephen's School, gives students the opportunity to learn about Roman history and society through direct study of the monuments and museums of Rome. Within a chronological framework, students learn to look at Roman art and architecture as reflections of the social, political, economic, religious and artistic life of the time. St Stephen's central location allows regular weekly field trips, which form the basis of the course. Students participate in the Medusa Mythology Exam in December as well.

## Classical Greek and Roman Studies (CGRS)

Grades 11, 12 IB Standard level (school based syllabus; one year course)



Classical Greek and Roman Studies is a standard-level subject that introduces students to the history and culture of ancient Greece and Rome, and, through these, to a wider study of individuals and societies. Students explore different kinds of evidence for these two cultures: the literary record, thought to be representative of the best of the creative and political achievements of these societies, as well as an archaeological record that is often suggestive of wider contexts for investigation.

Students study four topics in detail and undertake an individual assignment in an area of their choice related to Classical Greek and Roman studies, which may directly reflect their own interests and/or cultural background.

## **Latin 1**

### **Grades 9/10**

Latin 1 provides an introduction to the language and culture of ancient Rome and her empire. Modern methods are used to develop, rapidly and effectively, the reading ability of the students. Grammar and vocabulary are introduced through readings rather than as isolated elements of the language. The readings focus on the life, both real and imaginary, of the Roman poet Horace, and on his historical context of the end of the Roman republic and the beginning of the Empire. There is considerable background material on religious, social, artistic and political life, and our unique location in the heart of ancient Rome makes field trips to relevant sites a valuable component of the course. Students participate in two international exams: the Medusa Mythology Exam in December and the National Latin Exam in March.

## **Latin 2**

### **Grades 9/10**

Latin 2 aims to further students' understanding of Latin language, vocabulary and grammar, to continue studies of various aspects of Roman culture and literature, and to provide more rigorous preparation for the IB Diploma Program. The stories in the text focus more and more on the historical context of the civil war following the assassination of Julius Caesar, the rise of Octavian, and the establishment of Empire under Augustus. Horace's poetry is introduced early in the year and studied within its historical context. Students participate in two international exams: the Medusa Mythology Exam in December and the National Latin Exam in March.

Prerequisite: Latin 1 or equivalent

## **Latin 3**

### **IB Standard Level (one year course), IB Higher Level Year 1**



In Latin 3 students will continue to develop their skills in reading and translating Latin literature through specific studies of passages from Book 12 of Vergil's *Aeneid*, and from a selection of Love Poetry: Catullus and Horace. Students read selections from Ovid's *Metamorphoses*, both in order to improve their skills at translation and to enrich their knowledge of classical mythology. The works are examined in relation to the genres of epic poetry and love poetry. They are studied within their historical and cultural contexts, thus enabling students to expand their understanding of the world in which they were created. Appreciation of the literary qualities of the poetry and is achieved through close critical analysis. Students have the opportunity to pursue an aspect of Roman civilization that particularly interests them through an independent research project. Students participate in the Medusa Mythology Exam in December and the National Latin Exam in March.

Prerequisite: Latin 2 or equivalent

## **Latin 4**

### **IB Higher Level Year 2**

Latin 4 continues with readings from Vergil's Eclogues, Ovid's Amores, and Ovid's Metamorphoses, thus deepening and extending the students' knowledge, understanding and appreciation of the works of these major Latin poets. Students have the opportunity to pursue an aspect of Roman civilization that particularly interests them through an independent research project, a research dossier. Students participate in the Medusa Mythology Exam in December and the National Latin Exam in March.

Prerequisite: Latin 3

## **Ancient Greek 1**

### **Grade 10/11/12**

This course introduces students to the Ancient Greek language. Following the Athenaze text we cover the basics of the grammar of Ancient Greek, while we build the vocabulary necessary for reading. The Athenaze course focuses upon frequent and early reading of continuous Greek. The texts which we read as the course progresses (from Classical prose and poetry to the Greek of the New Testament), will provide the students by the end with an ability to approach the works of a variety of Greek texts in the original language. The Greek language opens up to students a wealth of thought, culture, history, and literature, all of which they can read about in the essays provided in



the book and reflect upon in class discussions. Students participate in the National Greek Exam in February.

## **Ancient Greek 2**

### **Grade 11/12**

After the introductory year of Greek (Ancient Greek 1), this course continues to follow part II of the Athenaze text through which we cover the basics of the grammar of Ancient Greek, while we continue to build the vocabulary necessary for reading. The Athenaze course focuses upon frequent and early reading of continuous Greek. The texts which we read as the course progresses (from Classical prose and poetry to the Greek of the New Testament), will provide the students by the end with an ability to approach the works of a variety of Greek texts in the original language. The Greek language opens up to students a wealth of thought, culture, history, and literature, all of which they can read about in the essays provided in the book and reflect upon in class discussions.

In the second semester, we will start reading the first set text on the IB syllabus: Homer, *Odyssey* 22, 178 - 501. We will study the origins and characteristics of epic poetry and read the whole of the *Odyssey* in English. Students participate in the Medusa Mythology Exam in December and in the National Greek Exam in February.

Prerequisite: Greek 1

## **SCIENCE**

The St. Stephen's Science department provides our students with a solid foundation in all areas of science, offering courses in Biology, Chemistry, Physics, and Environmental Systems and Societies. Students are prepared for a world that is forever changing and advancing in the areas of medicine, technology, and biochemical engineering. The science curriculum offers students a variety of opportunities to engage with the world around them - in the classroom, in the laboratory, and through field work.

Courses in the Experimental Sciences at St Stephen's have the following aims:

- to foster critical thinking and inquiry skills



- to allow students to engage in individualized scientific research and design their own laboratory investigations
- to promote an appreciation of the principles of science in an increasingly scientific and technological society
- to understand how to work successfully and safely in a laboratory setting, using a wide variety of laboratory equipment, data logging apparatus, and analytical techniques
- to teach students how to collect, process, and present scientific data and effectively develop hypotheses, research questions and the necessary precision in the use of language, both oral and written, to report their findings.

## **Biology 1**

### **Grade 9**

This required course explores life on earth from the basic elements of what constitutes life to the cell and thereafter to complex organisms and their interactions with their environment. Important contributions of biology to the understanding of the natural world and man's relationship with it are investigated. An emphasis is placed on human biology, covering among other topics, molecular genetics, human anatomy and regulatory systems. The laboratory component complements theoretical study and students learn the importance of the scientific method by engaging in weekly investigative practical work. Group projects allow self-directed student learning and the opportunity to present work to fellow students.

## **Foundations of Chemistry and Physics**

### **Grade 10**

In order to allow students to gain knowledge and insight into both these subject areas, a combined approach is used and students are required to study one semester of each. In this way students learn the fundamentals of the subjects and are in a good position to make informed choices for further study. Chemistry explores the natural inanimate world and shows students the logic and precision of the way in which matter is constructed and transforms to make new materials. Topics include matter, atomic theory, the periodic table, chemical bonds, stoichiometry, energetics, kinetics, equilibrium, acids and bases, redox reactions and organic chemistry. Physics concentrates principally on the study of energy and its transformations. Matter is also considered in the scale of things, from subatomic to the solar system and the universe; all put into a historical context. Topics include waves, sound and light, matter, forces, motion and energy, heat, static and current electricity and magnetism, and the scale of things. Attention is given,



through both laboratory work and audio visual aids, to link the theory to students everyday lives.

## **Environmental Systems and Societies**

*A two year interdisciplinary course , it combines the techniques and knowledge of experimental science with those of social sciences. Students gain a coherent perspective of the interrelationships between environmental systems and societies and will formulate an informed personal response to a variety of environmental issues.*

### **Environmental Systems and Societies 1** **Grade 11, IB Standard Level Year 1**

The first year of the course focuses primarily on the biological and cultural dynamics of environmental systems. The topics covered include ecosystems, animal population dynamics, environmental viewpoints, energy resources and water, food and land resources. The course includes experiments and fieldwork aimed at investigating environmental systems and their impact on society.

Prerequisite: Biology 1 and Foundations in Chemistry and Physics

### **Environmental Systems and Societies 2** **Grade 12, IB Standard Level year 2**

The second year is focused primarily on environmental issues/political aspects and the human impact on the environment. The topics covered include conservation and biodiversity, human population dynamics, resource use, pollution, and global warming. The course includes further experiments and fieldwork aimed at investigating environmental systems and their impact on society.

Prerequisite: Environmental Systems and Societies 1

## **Biology**

*Biology is a vast subject; the two year program aims to develop a broad understanding of the principles of the subject, including: structure and function, universality versus diversity, equilibrium within systems and evolution.*

### **Biology 2**



## **Grade 11, IB Higher/Standard Level Year 1**

Biology 2 is the first in a two-year program that aims to develop a broad understanding of the principles of the subject, including: structure and function, universality versus diversity, equilibrium within systems, and evolution. During the first semester, students study cell biology, molecular biology and genetics. In the second semester, they study ecology, biodiversity, and human anatomy and physiology. There is a regular program of assessed portfolio and laboratory work.

Prerequisite: Biology 1 and Foundations of Chemistry and Physics

## **Biology 3**

### **Grade 12, IB Higher/Standard Level Year 2**

This course is a continuation of the material from IB Biology 2 and proper revision of the IB Biology 2 course is essential for moving forward into the IB Biology 3 course. Students interested in studying biological sciences further at the university level will benefit from the topics studied in both the SL and HL courses. Topics include neurobiology, nucleic Acids, metabolism, cell respiration, photosynthesis, plant science, advanced genetics, and animal physiology. The course is designed to prepare students for both the IB examinations at the Higher and Standard Levels.

Prerequisite: Biology 2

## **Chemistry**

*Chemical principles underpin both the physical environment in which we live and all biological sciences, as such it is often called the central science. This two year course is a rigorous pre--university course that includes the principles of the subject as well as applied topics that place chemistry in the real world.*

## **Chemistry 2**

### **Grade 11, IB Higher/Standard Level Year 1**

The topics studied are atomic structure, periodicity, bonding, quantitative chemistry, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction. Laboratory experiments are an integral part of the course and are graded for IB internal assessment.

Prerequisite: Foundations of Chemistry and Physics



## **Chemistry 3**

### **Grade 12, IB Higher/Standard Level Year 2**

This course completes the preparation of students for the International Baccalaureate Higher Level (HL) and Standard Level (SL) examinations. The topics covered are organic chemistry, human biochemistry, and medicines and drugs, and the remainder of the HL core material. Towards the end of the second semester of the course, the material covered in Chemistry 2 is reviewed and in March students sit mock IB exams. Laboratory experiments are an integral part of the course and are graded for IB internal assessment.

Prerequisite: Chemistry 2

## **Physics**

*Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself from the very smallest known particles-- quarks to distances between galaxies. As well as addressing classical physics, the two year course looks to the historical context of the development of the subject.*

## **Physics 2**

### **Grade 11, IB Higher/Standard Level Year 1**

The topics studied include measurement, mechanics, thermal physics and properties of matter, waves, electricity and magnetism, atomic and nuclear physics. There is a regular program of laboratory work with internal assessment.

Prerequisite: Foundations of Chemistry and Physics; Co-requisite: Pre--calculus

## **Physics 3**

### **Grade 12, IB Higher/Standard Level Year 2**

The second year of the IB HL/SL program further develops the topics covered in Physics 2 with extension work in historical physics and optics. Towards the end of the second semester of the course, the material covered in physics 2 is reviewed and in



March students sit mock IB exams. Assessed laboratory practical work continues and is graded for the IB internal assessment.

Prerequisite: Physics 2, Precalculus; Recommended co-requisite: Calculus

## MATHEMATICS

Through inquiry-based instruction and integrated technology, the mathematics classes at St. Stephen's challenge students to reach their full potential while engaging them in a demanding program of study. We train students to think logically and critically and to use the language of mathematics with precision both orally and in writing. Through the study of algebra, geometry, trigonometry, statistics, probability and calculus, students appreciate the important role mathematics plays in a modern society. To further support and challenge their understandings, we also utilize a range of resources, including peer tutoring, math laboratory, and math competition activities.

St. Stephen's Mathematics classes aim to:

- encourage students' persistence and creativity in problem solving
- teach students to use technology, allowing a multiple representation of concepts and enhancing their understanding and knowledge of mathematics
- develop students' confidence in mathematics and encourage them to take responsibility for their own learning
- increase students' awareness of the structures that unify the branches of mathematics
- foster an appreciation of mathematics from an historical perspective

### Algebra 1 Grade 9

This course is the first of an integrated three--year mathematics sequence. Students will learn the fundamental algebraic skills and concepts that will prepare them for future mathematics courses. They will learn how to use calculators and computers as tools in the learning process without being completely dependent on them. In the second semester students must have an approved graphic display calculator. Skills developed



are: mental computation, ability to judge the reasonableness of numerical results, reasoning and problem solving, oral and written communication skills, organizational and study skills, ability to learn independently as well as part of a team. The topics studied are: sets and operations with numbers, expressions and equations, multi--step equations, operations with and factoring polynomials and irrational numbers, quadratic and absolute value equations, expressions containing two variables, properties of exponents, rational expressions, linear functions and scattered data (statistics), radical expressions, probability, and inequalities.

## **Integrated Math (Algebra/Geometry)**

### **Grades 9**

This course combines topics from Algebra 1 and Geometry, providing students with interest and ability in mathematics the opportunity to take one course in order to progress to Algebra 2. Students will build on fundamental algebraic skills and concepts that will prepare them for future mathematics courses. They will learn how to use calculators and computers as tools in the learning process without being completely dependent on them. Students must have an approved graphic display calculator.

## **Geometry**

### **Grades 9/10**

The study of geometry is different from algebra in that it relies on visual representations and visual thinking. Some goals of this course are to involve students in exploring and discovering mathematical concepts and to connect geometry to the real world, to other subjects and to other mathematical topics. Topics covered are: patterns, lines and planes; triangles and polygons; reasoning and proofs; coordinates in 2-D and 3-D, equations of lines and circles, coordinate proofs; parallel lines; conjectures about triangles; quadrilaterals, areas and volumes; using transformations; similar polygons; applications of right triangles; circles and spheres; matrices for transformations. Students will learn how to use calculators as tools and must have an approved graphic display calculator.



Prerequisite/Co-requisite: Algebra 1.

## **Algebra 2/Trigonometry**

**Grades 10/11/12**

This course uses functions as a unifying theme while connecting algebra to geometry, data analysis, probability, and discrete mathematics. In order to be successful in this course, students must have a strong background in the fundamentals of arithmetic, algebra and geometry. Through the use of exploratory activities students will connect algebra to the real world and to other subjects and topics of mathematics. They will learn how to use graphic display calculators and some mathematical software as tools in the solution of more complex numerical and trigonometric problems.

Prerequisite: Algebra 1, Co-requisite: Geometry.

## **Mathematical Studies 1**

**Grades 11/12, IB Standard Level Year 1**

This course is the first year of the International Baccalaureate course of Mathematical Studies. In order to be successful in this course, students must have a strong background in the fundamentals of arithmetic, algebra, and geometry. Through the use of exploratory activities students will connect algebra to the real world and to other subjects and topics of mathematics. The topics of study include: linear, quadratic and exponential functions; inverse variation and rational functions; asymptotic behavior of functions; data investigations; solving systems of equations graphically; polynomial functions; sequences and series; probability; triangle trigonometry; sine and cosine functions in degree measurement. Students will learn how to use calculators as tools and must have an approved graphic display calculator.

Prerequisites: Algebra 1 and Geometry.

## **Mathematical Studies 2**

**Grades 11/12, IB Standard Level Year 2**

This course is the second year of the International Baccalaureate course of Mathematical Studies and prepares for the May IB exam. The emphasis is on applications of mathematics and its largest section is on statistical techniques. It is



designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. Furthermore it prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. The individual project is an extended piece of work based on personal research involving the collection, analysis and evaluation of data. Most of the first semester will be devoted to this work. Students taking this course are well prepared for a career in social sciences, humanities, languages or arts. These students may need to utilize the statistics and logical reasoning that they have learned as part of this course in their future studies.

Prerequisite: Mathematical Studies 1 or Algebra 2/Trigonometry course.

## **Pre-calculus**

### **Grades 11/12, IB Mathematics Higher/Standard Year 1**

This course provides the background necessary for students who will pursue the study of calculus. Students should have a strong background in advanced algebra, geometry and right- triangle trigonometry. They will learn to make full, appropriate and efficient use of technology as a tool in the learning process. The topics of this course include: linear inequalities solved algebraically and graphically; functions and transformations of their graphs; polynomial, rational, exponential, logarithmic and trigonometric functions: their graphs and inverse functions; analytic trigonometry, vectors in a plane, using De Moivre's Theorem to find roots and powers of complex numbers, systems of equations and inequalities, matrices and determinants, sequences and series, combinatorics and probability, statistics, limits and an introduction to calculus by observing the line tangent to a curve and at area as a limit of summations. Experience with a graphic display calculator is essential.

Prerequisite: Algebra 2 / Trigonometry course + teacher recommendation

## **Calculus SL**

### **Grade 12, IB Mathematics Standard Level Year 2**



This course completes the syllabus of IB SL Mathematics. Topics included are: introduction to differential and integral calculus, probability and statistics. For their internal assessment, students finish writing a mathematical exploration that they began writing in the first year. Experience with a graphic display calculator is essential, but students will have opportunities to improve calculator skills during the development of the course.

Prerequisite: Pre-calculus + teacher recommendation

## **Calculus HL**

### **Grade 12, IB Mathematics Higher Level Year 2**

This course completes the core of the Higher Level Mathematics syllabus. Topics include: differential and integral calculus and applications, vectors in 3-space, probability and statistics (including discrete and continuous probability curves and the normal curve) and an introduction to group theory and abstract algebra. Students intending to sit for the HL examination must attend a weekly tutorial in addition to the regular classes. Students complete two portfolio pieces for the IB internal assessment requirement. Students should be proficient in the use of a graphic display calculator before beginning the course.

Prerequisite: Pre-calculus + teacher recommendation

## **Theory of Knowledge**

### **Grades 11/12 IB**

This is a required course for the IB Diploma. Class meets twice weekly for 70 minutes and covers six main areas of knowledge that are represented in the IB hexagon including Natural Science, Mathematics, Human Science, History, Aesthetics and Ethics. Students examine philosophical questions regarding the ways of knowing and the problems of knowledge. IB diploma candidates take TOK 1 in their first year and TOK 2 in semester one of their second year.

## **Computer 9**

### **Grade 9**



Meets once a week in the first semester. In this semester course students learn basic concepts and skills of ICT that are fundamental to perform at required level in all the other subjects. All Google apps included in the G Suite for Education are analyzed in detail. Screen recording and Video editing are also essential skills introduced in this course. In addition, they learn basic terminology of computer literature and concepts of networking and internet structure.

## **Computer 10**

### **Grade 10**

Meets once a week in the second semester. In this semester course students learn basic concepts and skills of computer programming using the coding language Python. Students learn the Logic of coding. All aspect of coding are covered including Data structure and Data type, Sequences, Selections, Loops, Libraries, Graphical interfaces, Animations, Video Gaming. Every week a new concept is introduced and students will analyze that specific concept working on weekly projects. The final project includes all aspect of coding presented in class and in most cases consists in the creation of a video game using the platform Pygame.

## **Health and Study Skills**

**Grade 9** This course meets once a week in the first semester and is divided into two parts. The study skills part focuses on research, study skills and time management. The second part focuses on health issues, personal wellness and the discussion of the role values play in making good decisions regarding friendship, relationships, drugs, alcohol, sex, and other common teen issues. Health and Study Skills 10

**Grade 10** This course meets once a week in the second semester and is divided into two parts. The health part focuses on making thoughtful decisions regarding the risks of adolescence, including tobacco, alcohol and drug use and sexual activity. The study skills part continues the development of research and study skills, and introduces the core of the IB, the extended essay and Theory of Knowledge. Students will also apply decision making skills towards course selection for the last two years of their high school career, and use research and information resources to obtain career information.



## FINE AND PERFORMING ARTS

With Ancient, Medieval, Renaissance, Baroque and contemporary Rome omnipresent, Arts classes at St. Stephen's stimulate and nurture the student's aesthetic sense. Placing contemporary artistic trends in a long-term historical, social and aesthetic perspective comes naturally to students whose everyday experience, though constantly connected to the present day world of computers and the internet, nevertheless contains persistent visible reminders of more than 2000 years of artistic accomplishment - of the attention humanity has paid to form and detail in its eternal quest to express the contemporary spirit.

The aims of the Arts courses at St. Stephen's are:

- to promote the student's aesthetic sense;
  - to develop each student's familiarity with and confidence in his or her own artistic ability;
  - to foster the student's acquisition of the fundamental skills and experience necessary for artistic expression;
  - to stimulate the student to think "outside the box" while combining technique and control with a personal voice or vision;
  - to encourage the student's appreciation of both the pursuit of perfection -- the "job well done" -- and of the personal patience and perseverance such a goal requires.
- Courses in this area of St. Stephen's curriculum include a variety of electives in the fine arts (visual arts and creative writing) and performing arts (dance, drama and music). One credit unit in the Arts is required for graduation. Each course is offered as a semester course which meets twice a week and is awarded 1/4 credit per semester, except for IB Visual Arts which meets four times per week and is awarded 1/2 credit per semester. All courses except Visual Arts and Music Perception are open to all grades.

### Instrumental

The instrumental ensemble is divided into two units: an Electric Guitar group that performs music from the Blues/Rock tradition, and an Acoustic Instrument group that



performs a Classical/Jazz repertoire. These groups meet separately, but also perform together (often with the chorus) in larger ensemble works. During the first month of the course, attention is given both to developing general musicianship – sight reading abilities (meter, rhythm, pitch) and rehearsal technique - and to deciding the repertoire to be performed. The selected music is then arranged for the instrumentation available and for the level of the participating musicians. Rehearsals begin in the second month of the course. Concerts are given at the end of each semester.

## **Drawing and Painting (2-D)**

This course is designed to develop the student's creative and technical abilities in a variety of two-dimensional media. This is a mixed level course for students who wish to learn about the visual, aesthetic and historic ideas and practices related to the graphic representation and expressive interpretation of reality through drawing and painting. Problems in composition, perspective, figure ground, volume, tone and color will be explored. Pencil, charcoal, pen and ink, pastels, tempera, acrylic paint, and collage will be utilized. Students will have the opportunity to work from direct observation both in the studio as well as outdoors. Some of the subjects covered in the studio will be still-life, landscape, the portrait and the figure.

## **Sculpture (3-D)**

The fundamentals of sculpture techniques are introduced and developed in this semester course. Students learn to manipulate clay, creating vessels from the "coil and slab" method, as well as using the electric wheel. They prepare mixed media projects, which provide the technical and visual basis from which they will then explore sculpture making with traditional non-traditional materials. The projects all evolve from resources available in Rome (museums, exhibits, competitions). Mold making in plaster, paper mache, metal sculptures, glazing and firing techniques are studied and applied.

## **Black and White Photography**

This semester course focuses on photography as an art form and as an expression of individual creativity. Students learn about its history, including the life and work of celebrated artists. Students apply design elements and principles to create their own compositions using a variety of photographic techniques, both modern and traditional. They learn the basics of the contemporary SLR camera as well as black and white film processing in the darkroom. Visits to current exhibitions are also organized. Students



will capture, through the lens, the architectural splendor and unique lighting offered in Rome.

## Digital Photography

This semester course is designed for students who want to learn about photography in general and digital photography in particular. Part of the activity will be devoted to examining photos made by the students and by other artists. The purpose of this is to get new ideas and to develop a critical but constructive approach to the images viewed. Students will learn the technical aspects of photography through both direct experience and a theoretical introduction into the different ways of using a camera. Subsequently a large part of the class will be dedicated to the use of the camera to create small pieces of arts, so that photography becomes a tool for self expression. Photoshop and similar computer programs will be studied and used to manipulate the digital image according to the student's esthetic intentions.

## Chorus

The chorus is a four part, SATB, chorus. The music the chorus sings is drawn primarily from the popular music repertoire of the past 50 years with a strong emphasis on contemporary works as requested by the students. The chorus performs at concerts held at the end of each semester as well as at various other occasions – within or outside the school. In concert the chorus is frequently accompanied by the school's instrumental ensemble. Smaller vocal groups and soloists drawn from the chorus also perform during these shows. Previous musical experience is helpful, but is not required for participation in chorus.

## Creative Writing

The Creative Writing class is structured on the traditional workshop model, in which students bring in their own creative pieces for discussion among peers and the teacher. Contemporary and canonical works of poetry and fiction are also used as models for the students' own writing. The class covers poetic strategies including rhyme, meter, metaphor, sonic effects, and imagery; introduction to poetic forms such as sonnet, villanelle, sestina, syllabics, etc.; introduction to fiction, featuring elements such as



character, plot, setting, structure, voice, as well as step-by-step story writing. At the end of term, students will compile a portfolio or chapbook of their own writing, and participate in readings or collaborative performances with other disciplines from the Arts Department.

## **Drama**

For this course, students spend three to four hours a week at the beginning of the year doing body awareness exercises and vocal exercises as well as improvisation. Preparation of a show to be performed before the Winter Break begins at the onset of the course. This show can be improvised or published material. In the spring, the students perform a full length play. In both cases, the students are responsible for the entire production (costumes, lights, sets, posters, and publicity) under the guidance of the instructor.

## **Modern Dance**

This course offers both physical activity and creativity through movement. Simple modern dance techniques are used for warm ups and then problem--solving improvisations are proposed. From these improvisations the students' original approach to movement emerges. The final result is choreographed and performed at the end of each semester. This course fulfills the physical education requirement.

## **Visual Arts**

### **Grades 11/12, IB Higher/Standard Level**

This class is designed for the advanced, motivated art student. Although structure is provided and ideas and media are introduced, it is up to the individual student to interpret and pursue them. Demonstrations of techniques such as ink wash, conte crayon, linoleum cuts, masking, watercolor and photography will be provided by the instructors. A research workbook is required of all students. Critiques, field trips, slides and films are also regularly scheduled during the class time. There is a strong emphasis on studio work.

## **Musical Perception 1**

### **Grade 10\*/11, IB Standard/Higher Level Year 1**



Musical Perception 1, taken in addition to the performing ensemble courses – Instrumental or Choral (SLS or SLG). The Musical Perception 1 course begins with a detailed study of the rudiments of music theory. This acquaints students practically with the elements of music, musical terminology and common practice tonality through Grade 5 of the Associated Board of the Royal Schools of Music (ABRSM) Music Theory syllabus and prepares the basis for original composition. Following this preparation, the course covers Western Art music from Plainchant through the Romantic period. This panoramic study introduces the student to a wide variety of music, which is analyzed technically, compared stylistically and placed within a chronological, geographical and cultural perspective. These pieces also serve as examples for composition exercises.

## **Musical Perception 2**

### **Grade 12, IB Higher Level Year 2**

Musical Perception 2, covers the remainder of the two year IB Music program including Classical and Popular Music developments in the 20th century; selected areas of World Music; the analytical preparation of the IB prescribed compositions for the 2019 Listening Paper (Bach: Brandenburg Concerto N. 2, Kodaly: Galanta); the completion of a 2000 word "Musical Links Investigation" paper; and the preparation of the internally assessed performance program (20 minutes) and composition requirement (3 submissions. The compositions can be of various types: original compositions, music technology composing, arranging, improvising and/or stylistic exercises. These pieces are each accompanied by a Reflective Statement of no more than 300 words.)

