



TMI
The Episcopal School of Texas

2012-2013 Academic Year Course Catalog

TMI – The Episcopal School of Texas
20955 West Tejas Trail
San Antonio, TX 78257

(210) 698-7171
www.tmi-sa.org

MISSION

The mission of TMI is to provide an excellent educational community with values based on the teachings of Jesus Christ; challenging motivated students to develop their full potential in service and leadership.

ACADEMIC PROGRAM

Accreditation

TMI is fully accredited by the Independent Schools Association of the Southwest (ISAS).

The school is a member of The Association of Boarding Schools (TABS), the National Association of Episcopal Schools (NAES), the Southwestern Association of Episcopal Schools (SAES) and the National Association of Independent Schools (NAIS).

Middle School Curriculum

The Middle School curriculum is focused on grounding students solidly in the core subjects of English grammar and literature, mathematics, science, and history, while exposing them to the fine arts, religion and introducing the fundamentals of a foreign language. There is flexibility in the mathematics curricula to place students at a higher level at which they will be challenged. Placement is determined by previous coursework, grades, standardized test scores, placement testing, and teacher recommendations. Additionally, students in English Mastery Level 2 have the opportunity to enroll in an advanced English class as 8th graders if they have an average above an 85 and a positive recommendation from their English teacher.

Upper School Curriculum

The Upper School college preparatory curriculum consists of five core fields: English, mathematics, science, history, and foreign language. This core is supplemented by course offerings in religion, fine arts, physical education, and optional military education. Honors and Advanced Placement (AP) courses are offered in all of the core areas, and an additional AP course is offered in studio art. Students will be recommended by the faculty for honors courses and students who are interested in AP courses must apply and be accepted by a faculty committee. Students who are accepted into AP courses must abide by a student/parent/teacher contract and maintain at least an 84 average in order to keep their AP status. All students with AP status are required to take the nationally-administered AP exam in that discipline in May.

Academic Evaluation and Support

The TMI academic year is divided into two semesters: from August to mid-December and from January to late May. A yearlong course equals one credit, and a one-semester course equals one-half credit (with the exception of physical education). Each semester is divided into two marking periods, so students will receive four report cards during the academic year. A student must earn an overall course average of 60 or higher in order to receive credit. Teachers write comments on any students who are experiencing difficulty and parents can access student grades and homework assignments through the online Net Classroom. Parents should check the progress of their students on a regular basis, particularly at the middle and at the end of each marking period. Students seeking extra support will find that their teachers make themselves available for individual or group help sessions and should feel comfortable asking for additional assistance. Tutoring is also provided by members of the Corps of Cadets and the National Honor Society.

Graduation Requirements

English	4 units
Mathematics	4 units (to include Algebra I, Geometry and Algebra II/Trig)
Science	4 units (to include laboratory courses in Physics, Chemistry, and Biology)
History	4 units (to include courses in Human Geography, Modern World Civilizations, and U.S. History and one half year each of Government and Economics)
Foreign Language	3 units in the same language
Religion	1 unit
Fine Arts	2 units
Physical Education	1 unit (see Athletic Participation Policy)
Electives	3 units
	26 units total

GRADING SCALE

A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	0 - 59

CURRICULUM

Middle School Academic Scope and Sequence

Grade 6

English Mastery 1, 6th Grade Math, General Science, World Geography and Cultures, 6th Grade Introduction to Spanish and Latin; Computer Applications; Fine Arts; Introduction to Christianity, Physical Education

Grade 7

English Mastery 2, Pre-Algebra, Life Science, Texas History, Introduction to Spanish or Latin Literature, Fine Arts; Introduction to World Religions, Physical Education

Grade 8

English Mastery 3 or 4, Algebra I, U.S. Studies, Earth and Space Science, Spanish or Latin, Fine Arts, Physical Education

NOTE: The optional Junior ROTC program is available to all Middle School students on a non-credit/non-scheduled basis.

Upper School Academic Scope and Sequence

9 th Grade Required Courses	Electives
English I*	Athletic Exercise Fitness
Mathematics: Algebra I*, Geometry*, or Algebra II/Trig.*	Anatomy and Physiology
Experimental Physics*	Band
Foreign Language: Spanish I-II* or Latin I-II	Choir
Human Geography**	Creative Writing
Physical Education (one credit)	Digital Media: Graphics
	Digital Media: Animation
	English Workshop
	History in Styles of Jazz
	Leadership Education and Training (JROTC)
	Lifetime Fitness
	Marksmanship
	Newspaper
	New Testament
*Honors Course Offered	Old Testament
**Advanced Placement Course Offered	Production
	Studio Art
	Technical Theater
	Theater Arts
	World Religions
	Yearbook (Application required)
	Electives are offered depending on student interest.

10 th Grade Required Courses	Electives
<p>English II*</p> <p>Mathematics: Geometry*, Algebra II/Trig.*, or Pre-Calculus*</p> <p>Science: Chemistry I*</p> <p>Modern World Civilizations* or Advanced Placement European History</p> <p>Foreign Language: Spanish I-III* or Latin I-III</p> <p>Physical Education (one credit)</p> <p>*Honors Course Offered</p>	<p>Anatomy and Physiology</p> <p>Art II – Drawing and Painting</p> <p>Athletic Exercise Fitness</p> <p>Band</p> <p>Ceramics</p> <p>Choir</p> <p>Classical Mythology</p> <p>Creative Writing</p> <p>Digital Media: Graphics</p> <p>Digital Media: Animation</p> <p>Digital Photography</p> <p>English Workshop</p> <p>Film Photography</p> <p>History in Styles of Jazz</p> <p>Leadership Education and Training (JROTC)</p> <p>Lifetime Fitness</p> <p>Marksmanship</p> <p>Newspaper</p> <p>New Testament</p> <p>Old Testament</p> <p>Production</p> <p>Spanish IV Honors</p> <p>Studio Art</p> <p>Technical Theater</p> <p>The God Debate: An Introduction to Theology</p> <p>Theater Arts</p> <p>Topics in Philosophy</p> <p>World Religions</p> <p>Yearbook (Application required)</p> <p>Electives are offered depending on student interest.</p>

11 th Grade Required Courses	Electives
<p>English III*</p> <p>Mathematics: Algebra II/Trigonometry*, Pre-Calculus*, Calculus, or Statistics</p> <p>U.S. History or U.S. History AP</p> <p>Science: Biology*</p> <p>Physical Education (one credit)</p> <p>Note: Must also fulfill the following requirements by graduation: Foreign Language* Fine Arts Religion</p> <p>*Honors and AP Courses Offered</p>	<p>Advanced Photography</p> <p>Advanced Placement English Language and Composition</p> <p>Advanced Placement Chemistry</p> <p>Advanced Placement Government</p> <p>Advanced Placement Physics</p> <p>Advanced Placement Statistics</p> <p>Advanced Placement Studio Art</p> <p>Anatomy and Physiology</p> <p>Art II – Drawing and Painting</p> <p>Art III – Advanced Art</p> <p>Athletic Exercise Fitness</p> <p>Band</p> <p>Ceramics</p> <p>Choir</p> <p>Classical Mythology</p> <p>Contemporary Fiction</p> <p>Creative Writing</p> <p>Digital Media: Graphics</p> <p>Digital Media: Animation</p> <p>Digital Photography</p> <p>English Workshop</p> <p>Film Photography</p> <p>Genocide in the 20th and 21st Century</p> <p>Great Books</p> <p>History in Style of Jazz</p> <p>Introduction to Anthropology</p> <p>Introduction to Computer Programming</p> <p>Introduction to Philosophy</p> <p>Latin I-V</p> <p>Leadership Education and Training (JROTC)</p> <p>Lifetime Fitness</p> <p>Marksmanship</p> <p>Newspaper</p> <p>New Testament</p> <p>Old Testament</p> <p>Spanish I-III</p> <p>Spanish IV Honors</p> <p>Spanish V Literature</p> <p>Sports in America</p> <p>Statistics</p> <p>Studio Art</p> <p>Technical Theater</p> <p>The God Debate: An Introduction to Theology</p> <p>Theater Arts</p> <p>Topics in 20th Century American History – Film and Politics</p> <p>Topics in Latin American History</p> <p>Topics in Philosophy</p> <p>Topics in Psychology</p> <p>World Religions</p> <p>Yearbook (Application required)</p> <p>Electives are offered depending on student interest.</p>

12 th Grade Required Courses	Electives
<p>English IV or English Literature AP</p> <p>Mathematics: Pre-Calculus*, Calculus, Statistics, Calculus AP or Statistics AP</p> <p>Senior Seminars in Science or an AP Science Course</p> <p>Government and Economics</p> <p>Physical Education (one credit)</p>	<p>Advanced Photography</p> <p>Advanced Placement Biology</p> <p>Advanced Placement Calculus AB</p> <p>Advanced Placement Calculus BC</p> <p>Advanced Placement Chemistry</p> <p>Advanced Placement English Language and Composition</p> <p>Advanced Placement English Literature</p> <p>Advanced Placement European History</p> <p>Advanced Placement Government</p> <p>Advanced Placement Physics B</p> <p>Advanced Placement Physics C</p> <p>Advanced Placement Spanish Language</p> <p>Advanced Placement Statistics</p> <p>Advanced Placement Studio Art</p> <p>Advanced Placement U. S. History</p> <p>Anatomy and Physiology</p> <p>Art II – Drawing and Painting</p> <p>Art III – Advanced Art</p> <p>Art IV</p> <p>Athletic Exercise Fitness</p> <p>Band</p> <p>Ceramics</p> <p>Choir</p> <p>Classical Mythology</p> <p>Contemporary Fiction</p> <p>Creative Writing</p> <p>Digital Media: Graphics</p> <p>Digital Media: Animation</p> <p>Digital Photography</p> <p>Economics</p> <p>Film Photography</p> <p>Genocide in the 20th and 21st Century</p> <p>Government</p> <p>Great Books</p> <p>History in Styles of Jazz</p> <p>Introduction to Computer Programming</p> <p>Introduction to Anthropology</p> <p>Latin I-III</p> <p>Leadership Education and Training (JROTC)</p> <p>Lifetime Fitness</p> <p>Marksmanship</p> <p>Newspaper</p> <p>New Testament</p> <p>Old Testament</p> <p>Physics AP</p> <p>Production</p> <p>Spanish I-III</p> <p>Spanish IV Honors</p> <p>Spanish V Literature</p> <p>Sports in America</p> <p>Studio Art</p> <p>Technical Theater</p> <p>The God Debate: An Introduction to Theology</p> <p>Theater Arts</p> <p>Topics in 20th Century American History – Film and Politics</p> <p>Topics in Latin American History</p> <p>Topics in Philosophy</p> <p>Topics in Psychology</p> <p>World Religions</p> <p>Yearbook (Application required)</p> <p>Electives are offered depending on student interest.</p>

COURSE DESCRIPTIONS

English Department

The English curriculum is intended to prepare students for academic success at the college level, and as such it is primarily focused on analytical reading, writing, and speaking about established literary works.

Overview of Middle School English

The Middle School English curriculum at each grade level concentrates on mastery of the fundamentals of grammar, mechanics, and usage in addition to reading and regular writing practice. Students learn writing skills including revising effective sentences, paragraphs, and short essays and learning how to develop a personal writing process. Literary studies in each class emphasize reading and responding to challenging short stories, novels, and other works through close reading, discussions, writing, and other activities. Daily exercises promote vocabulary building.

Overview of Upper School English

All Upper School students are required to take four years of English. Required English courses in the Upper School focus on building writing skills, reading, analyzing, and writing about literature. Students engage in close reading and thoughtful analysis of works of fiction, poetry, and drama and to support their ideas effectively in discussions, informal writing assignments, and formal essays. At each level, frequent exercises promote close reading of texts, vocabulary building, practical application of literary analysis, effective writing, and editing techniques. Students also memorize and recite short, worthwhile passages. All students who transfer into TMI in the Upper School are required to take the TMI Assessment of Basic English Skills (ABES), which is also given to TMI eighth graders as an exit exam. A variety of electives offer English language challenge beyond the required courses.

Required Courses

Mastery Level 1: In this sixth grade course, the fundamentals of sentence grammar are used as a basis for developing writing skills. Students master parts of speech; sentence classification by kind, pattern, and order; editing and recognition of basic sentence errors; oral classification and diagramming of simple and compound sentences; writing grammatically correct sentences and paragraphs; and developing appropriate vocabulary proficiency. Mechanics learned earlier are reinforced. Literary studies focus on reading and writing about selected novels, short stories, poems, and plays. Students learn how to develop an analytical thesis about what they are reading and how to write organized one-paragraph and multi-paragraph essays.

Mastery Level 2: This seventh grade intermediate course builds on the fundamentals of sentence grammar as a basis for further developing writing skills and incorporates active reading, class discussion, and analysis of various works of literature. Students recognize, write, and analyze (using sentence diagrams) various types of sentences; distinguish between active and passive voice and among various points of view; recognize and correctly use prepositional, appositive, and verbal phrases; recognize and correctly use various types of clauses; and demonstrate appropriate usage and understanding of the conventions of Standard English. Additionally, students produce multi-paragraph essays (expository, descriptive, and persuasive modes) through the use of an effective personal writing process. The writing part of the course shows students the reasons for learning grammar and mechanics and establishes the context for the fundamental uses of basic language skills. Literary studies focus on reading and writing about selected novels, short stories, poems, and plays. Students write essays about the readings and continue to develop their skills in writing, specifically organized one-paragraph and multi-paragraph essays.

Mastery Level 3: This course reinforces all Mastery Level 2 competencies by applying knowledge of sentence grammar and grammatical structures to a variety of writing tasks, including other modes of discourse (besides expository, descriptive, and persuasive). The course also incorporates active class discussion and analysis of various works of literature. Students are introduced to Modern Language Association (MLA) format, demonstrate appropriate vocabulary proficiency, memorize and recite some worthwhile passages, and practice organizational skills. Literary studies focus on reading and writing about selected novels, short stories, poems, and plays. Students write essays about the readings and continue to develop their skills in writing, specifically organized one-paragraph and multi-paragraph essays. Students take the ABES test at the end of the course. Students not passing the ABES are required to take English Workshop.

Mastery Level 4: This course covers the same content and competencies as Mastery Level 3 with some additional reading. The difference between this course and Mastery 3 is pacing. The eighth grade curriculum is the same for both courses. This is *not* an Honors course; placement in English 4 is done for class efficiency and is based strictly upon teacher recommendation. Students take the ABES test at the end of the course. Students not passing the ABES are required to take English Workshop.

English Workshop: This one-semester course is designed to fill gaps in students' English background as identified by the Assessment of Basic English Skills (ABES). Students must take the ABES at the end of their TMI 8th grade English class or as a part of the admission process if coming into the Upper School from another high school. If a student does not pass the ABES, then English Workshop is taken before entering TMI's Upper School or during the first semester that the student attends TMI. The course provides students an intensive study of grammar, mechanics, and usage.

English I: This required ninth-grade course focuses on a genre approach to literature in which students read and interpret literary forms through discussion and writing. Students learn and practice multi-paragraph essay writing techniques. Emphasis is placed on modes of discourse, research, documentation, correct use of oral and written language, the basics of literary analysis, and attention to substance, organization, and correctness in student writing. An Honors course is available only by departmental invitation.

English II: This required tenth-grade course focuses on American literature as it has been expressed in novels, short stories, essays, poems, and drama from the Colonial Era to the present. Writing requirements emphasize competency in literary analysis and attention to matters of substance, organization, and correctness. Special emphasis is given to critical reasoning, principles of argumentation, and preparation for college placement testing. An Honors course is available only by departmental invitation.

English III: This required eleventh-grade course surveys British literature and the development of the English language from the Anglo-Saxon period to the present. Writing requirements emphasize competence in literary analysis and attention to matters of substance, organization, style, and correctness. Special attention is given to reinforcing skills necessary for success in college placement testing. An Honors course is available only by departmental invitation.

English IV: This required twelfth-grade course focuses on close reading and thoughtful analysis of selected works of world literature representing varying cultures and historical periods with a first-semester focus on post-colonial literature. Writing requirements emphasize competence in literary analysis and attention to matters of substance, organization, style, and correctness. Incorporating online writing assignments in preparation for college is also a part of the course. No Honors course is available at this level. Students wanting a higher level of challenge should apply for AP English Literature, which is taken in lieu of English IV.

Elective Courses

Advanced Placement (AP) English Language and Composition: This course is designed to help college-bound students develop the reading and writing skills necessary for university-level discourse. It is meant to introduce students to expository and persuasive writing, rhetoric, critical summary, argumentative strategies, and critical reading. Students will read a wide variety of essays during the course in order to analyze how writers persuade their readers using different argumentative skills and rhetorical strategies. Class sessions will include in-class essay writing, discussion, oral presentations, workshops, and a good deal of collaborative work. The course culminates in the nationally-administered AP Exam in May. Students who perform well on this exam may receive college credit and/or placement into advanced courses in college. Although students apply for the course, departmental approval is required. Prerequisite: English II Honors and teacher recommendation.

Advanced Placement (AP) English Literature and Composition: Taken in lieu of English IV by seniors who have demonstrated the ability and commitment to study literature at the college level, the curriculum and standards of this course reflect recommendations of the College Board. The course focuses on broad and deep analysis of selected works of world literature representing varying cultures and historical periods with a first-semester focus on post-colonial literature. The course culminates in the nationally-administered AP Exam in May. Students who perform well on this exam may receive college credit and/or placement into advanced courses in college. Students apply for the course. Teacher recommendation and departmental approval are required. Prerequisite: English III Honors.

Creative Writing: In this class students will examine and practice a variety of forms of creative writing, including but not limited to short fiction, drama (both playwriting and screenwriting), poetry, and creative nonfiction (memoir and essay). Using exemplary literary models, students will discuss elements including: characterization, point-of-view, plot, tone, narrative, dialogue, voice, setting, mood, figurative language, rhythm and theme. Students will exploit those literary models in the service of their own writing, engaging in all aspects of the writing process from brainstorming and composition to work-shopping and revision. Students will work to become better writers by working and reworking their own pieces, evaluating the writing of their peers, collaborating with classmates in co-authored pieces, and discussing the writing process and technique with visiting published authors. All students will maintain portfolios that should include drafts as well as finished pieces. Polished pieces of writing will be submitted to local and national writing contests, including TMI's literary magazine, *The Muse*. This course can be taken as a semester or full year class, and all students in the spring semester will assist in the production of *The Muse*. This class is open to Upper School students in grades 9-12 and is a one semester class taught both semesters.

Contemporary Fiction: This is a reading intensive class offered to juniors and seniors who meet the requirements of the instructor. The class is offered as both a semester and full year English elective. Students are expected to complete a considerable amount of outside reading, and they are expected to be willing and prepared participants in classroom discussion. Grading will consist of four major essays per semester as well as an evaluation for classroom participation. Texts will include works by renowned contemporary writers such as Upton Sinclair, Truman Capote, Italo Calvino, John Fowles, Junot Diaz, and Jonathan Franzen. Students should see the instructor for approval to enroll.

Newspaper: In this two-semester course, students will receive an overview of newspaper writing. Emphasis will be placed on research, reporting, interviewing, organizing, editing and finally doing the layout for the paper. Students will produce articles on news, features, columns, editorials, reviews, and sports. The class is based on a "hands on" approach. Students will assist in the production of the *TMI Times* and all of the projects surrounding the publication. Class time will be spent discussing bias article ideas and finding ways to make them better. In addition to maintaining a rigorous writing schedule, students will also learn to become

critical consumers of media. Students who have completed this course may take an independent study course in publications with the permission of the instructor.

Great Books: This course is a one-semester elective taught in the fall open to grades 10th to 12th that consists of a philosophical examination of the human condition through a close, critical reading of a series of the works that have shaped the great intellectual traditions of the world. As we read works by authors such as Homer, Plato, Augustine, Shakespeare, and Dostoyevsky, we will focus on the major literary and philosophical themes that recur throughout time and link us all. Great works from the classical, medieval, and modern periods will be examined with specific reference to the following types of questions: What does it mean to be human? What is man's place in the world? How should men relate to each other? What is 'just,' what is 'good'? The course will be team-taught by two faculty members from different departments and will have an interdisciplinary focus.

Mathematics Department

Department Calculator Policy: All math students enrolled in Algebra I or higher are required to have a TI-84 Plus graphing calculator. This is the official calculator of the Mathematics Department. Students in 6th grade math and Pre-Algebra may use a 4-function calculator at the discretion of the teacher.

6th Grade Math: Required course in grade 6. Students gain mastery of basic mathematical skills. Students concentrate on mathematical operations with integers, fractions, and decimals. Emphasis is on ratios and proportional reasoning with an introduction to algebra, geometry, and probability.

Pre-Algebra: Required course in grade 7. Students gain more experience in computation and problem-solving while reinforcing their understanding of mathematical structure and reasoning. Algebra concepts are introduced and practiced, and geometry concepts are woven throughout the course. Prerequisite: 6th Grade Math.

Algebra I: For new ninth-grade students or eighth-grade students with a strong demonstrated pre-algebra background. Students study operations with signed numbers, working with variables, factoring, graphing in one or two variables, solving linear and quadratic equations, and irrational numbers. Prerequisite: Pre-Algebra. An Honors course is available upon invitation only.

Geometry: Required course for students who have completed Algebra I and have demonstrated proficiency with Algebra I material on the placement test. Students study relationships among points, lines, planes and angles; properties of polygons circles and polyhedral; coordinate systems, transformations, logic and axiomatic systems. An Honors course is available upon invitation only. Prerequisite: Demonstrated mastery of Algebra I skills.

Honors Geometry: Advanced course for students who have shown particular proficiency in Algebra I. Students learn about logical systems and then use this knowledge to develop classical Euclidean Geometry as a logical system. This class will particularly emphasize proof-based mathematical reasoning to study the relationships between various geometric objects. This course is not recommended to students who lean heavily on a textbook to understand the material.

Algebra II/Trigonometry: Required course for students who have successfully completed Algebra I and Geometry. Students will study operations with variables; linear systems; matrices; quadratic/polynomial equations and functions; radical functions and rational exponent; exponential, logarithmic, and rational functions; quadratic relations; sequences and series; periodic functions and trigonometry; trigonometric identities and equations.

Algebra II/Trigonometry Honors: This is an honors course requiring an invitation by the department. Students will study operations with variables; operations with real and complex numbers; linear, quadratic, and higher-degree equations and inequalities; exponential and logarithmic functions; sequences and series; trigonometric functions, and matrices and determinants. Prerequisite: Algebra I & Geometry.

Pre-Calculus: For students who have successfully completed Algebra II/Trigonometry. This course prepares students for a rigorous Calculus sequence and includes a survey of algebraic and transcendental functions, polar coordinates, vectors, sequences, series, induction, limits, and derivatives. Students also complete a year-long study of graphing techniques. Prerequisite: Algebra II/Trigonometry. An Honors course is available upon invitation only.

Calculus: An elective course for students who have successfully completed Pre-Calculus. This course reviews Pre-Calculus concepts and introduces the concepts of single-variable calculus, including limits, derivatives, indefinite integrals, and definite integrals, along with their applications. Prerequisite: Pre-Calculus

Statistics: An elective for students who have successfully completed Pre-Calculus or Algebra II/Trig. Students explore data analysis, sampling and experimental design, probability, and statistical inference. Prerequisite: Pre-Calculus, Algebra II/Trig.

Advanced Placement Calculus AB: This course is an elective for seniors who were very successful in Pre-Calculus and have demonstrated the ability and commitment to study mathematics at the college level. Topics covered will include limits, derivatives, indefinite integrals, definite integrals, and applications to velocity, acceleration, area, volume, related rates, and exponential growth. The course culminates in the nationally-administered AP Exam in May. Students who perform well on this exam may receive college credit and/or placement into advanced courses in college. Application and departmental approval required. Prerequisite: Pre-Calculus Honors or Pre-Calculus

Advanced Placement Calculus BC: This course is an elective for seniors who have successfully completed Pre-Calculus Honors and have demonstrated the ability and commitment to study mathematics at the college level. In addition to those topics covered in AP Calculus AB, this intense course will include L'Hopital's Rule, improper integrals and partial fractions, infinite series, and the calculus of parametric, polar, and vector functions. The course culminates in the nationally-administered AP Exam in May. Students who perform well on this exam may receive college credit and/or placement into advanced courses in college. Application and departmental approval required. Prerequisite: Pre-Calculus Honors

Advanced Placement Statistics: This course is an elective for students who have completed Pre-Calculus or are concurrently enrolled in Pre-Calculus and have demonstrated the ability and commitment to study mathematics at the college level. Topics covered will include data analysis, sampling and experimental design, probability, and statistical inference. The course culminates in the nationally-administered AP Exam in May. Students who perform well on this exam may receive college credit and/or placement into advanced courses in college. Application and departmental approval required. Prerequisite (or co-requisite with approval by teacher): Pre-Calculus

Introduction to Programming: A one or two semester class for students who are interested in learning the basics of writing programs for computers. Topics may include Visual Basic, Pascal, C++, and/or Java, depending on students' abilities and interests. Prerequisite: Geometry

Advanced Placement Programming: This two-semester elective is for students who have successfully completed Introduction to Programming will cover topics in programming in JAVA. The course culminates in the nationally-administered AP Exam in May. Students who perform well on this exam may receive college credit and/or placement into advanced courses in college. Application and departmental approval required. Prerequisite: Introduction to Programming.

Science Department

Science is required each year of Middle School in the sequence below.

All freshmen must enroll in Experimental Physics. Along with Experimental Physics, all Upper School students must complete three additional units of Science, to include the introductory courses in Chemistry and Biology. The fourth Science unit of credit is an elective of the student's choosing and may be earned at any time.

Required Courses

General Science: This sixth grade course is designed to provide students with a basic knowledge of science and an understanding of how science relates to their lives. Topics are selected from applied technology, chemistry, physics, life science, and environmental science. Problem-solving and hands-on inquiry activities are used as the primary learning experiences.

Life Science: This seventh grade course provides the opportunity to investigate living systems with an emphasis on the diversity of life on Earth, ecosystems and physiology. Local ecosystems are extensively investigated through hands-on learning and outdoor education. Students are taught to think critically and carefully about the living world and their place in it.

Earth and Space Science: This eighth grade course includes the study of rocks and minerals; weathering and soil erosion; rivers, lakes, glaciers and oceans; weather and climate; astronomy and space exploration; as well as earthquakes, volcanoes, and plate tectonics. Students investigate the earth's past through clues of the fossil record and the geologic time scale.

Experimental Physics: This freshman-level class is an inquiry-based science course utilizing student-designed experiments to study classical and modern physics. Students utilize experimental and observational skills to construct models of physical phenomena and then test those models. Topics include mechanics, thermodynamics, sound, optics, electromagnetism, and atomic and nuclear physics. An Honors course is available upon invitation by the Department.

Chemistry: This sophomore course provides a foundation in the study of matter and the changes that matter undergoes. Students learn the fundamentals of chemical compounds and the general characteristics of chemical reactions. Opportunities are provided in the laboratory to observe and classify substances according to similarities and differences of properties, explore and manipulate chemical reactions, and predict the quantitative changes that chemical systems experience. An Honors course is available upon invitation by the Department.

Biology: This is a student-centered, inquiry-based laboratory course for juniors. Students explore current biological concepts through laboratory and field investigations, out-of-class reading and reflection, Socratic dialogue (both written and oral), lecture, video, scientific presentations, review of literature, and computer-based laboratories. Topics include cellular biology, ecology, evolution, survey of kingdoms, and human biology. An Honors course is available upon invitation by the Department.

Elective Courses

Anatomy and Physiology: This full-year course will cover the fundamentals of human anatomy and physiology with an emphasis on medical and health topics. Each unit will be introduced in the context of a medical case study, continue in sequence with traditional lecture and laboratory activities, and end with discussions of articles on medical topics relating to adolescents. Case studies will be taken from the National Science Foundation's Center for Case Study Teaching in Science. Medical articles will come from the Health and Sciences Pipeline Initiative. This course is available to students in grades 9-12. No science prerequisites are required. Anatomy and Physiology is offered alternate academic years beginning in the fall of 2012.

Environmental Science: This course has a local focus and is cross-curricular in scope. The first semester treats earth systems, biodiversity and ecosystems using TMI and the San Antonio area as a foundation. Students involve themselves in the Nature Center, the Community Garden, and Green Day. The second semester focuses on human roles in the environment, including human population growth, environmental economics, environment and government, energy, pollution, and global change. Concepts from Economics and Government classes are presented in an environmental context. No science prerequisites are required. This course is available to students in grades 10-12. Environmental Science is offered alternate academic years beginning in the fall of 2013.

Senior Seminars in Science: This senior level course covers advanced topics in science. Students will explore areas of science that have historical importance and current topics. Particular attention will be paid to the role of science as it has and continues to shape society. Students will gain experience with experimental design and analysis, read and evaluate scientific literature, and investigate the ethical and social impact of science. Examples of possible topics of study include such things as the discovery of extra-solar planets, DNA fingerprinting and forensic analysis, stem cell research, or alternative energy. Specific topics will depend upon the instructor.

Advanced Placement Chemistry: This college-level, laboratory-oriented course covers atomic and kinetic-molecular theories; states of matter; chemical bonding; equilibria, kinetics and thermodynamics of chemical processes; solutions chemistry including acid-base theory, oxidation-reduction and electrochemistry; properties of selected elements and their compounds; and introduction to nuclear and organic chemistry. The course culminates in the nationally-administered AP Exam in May. Students who perform well on this exam may receive college credit and/or placement into advanced courses in college. Departmental approval required. Prerequisite: Chemistry

Advanced Placement Biology: This college-level, laboratory-oriented course covers a wide range of topics from simple biological chemistry to the details of vertebrate systems. Course work includes lectures, discussions, laboratory work and other activities. The course culminates in the nationally-administered AP Exam in May. Students who perform well on this exam may receive college credit and/or placement into advanced courses in college. Departmental approval required. Prerequisites: Chemistry and Biology

Advanced Placement Physics B: This college-level, laboratory-oriented course covers the essential concepts of motion in two dimensions, vector and scalar analysis, matter, static electricity, electric forces and fields, magnetism, waves, optics, fluid mechanics, thermal physics, and atomic and nuclear physics. Critical thinking, analysis, problem solving and real-world applications are emphasized. The course culminates in the nationally-administered AP Exam in May. Students who perform well on this exam may receive college credit and/or placement into advanced courses in college. Departmental approval required. Prerequisites: Chemistry I and completion of Pre-Calculus (or concurrent enrollment in Pre-Calculus with special approval).

Advanced Placement Physics C: This college-level, laboratory-oriented course uses introductory calculus as well as advanced algebra and trigonometry as the mathematical tools for solving physics problems. The first half of the course is devoted to Newtonian mechanics, to include kinematics, laws of motion, work and energy, systems of particles, momentum, circular motion, oscillations, and gravitation. The second half is devoted to electricity and magnetism, to include electrostatics, DC and AC circuits, the magnetic effects of currents, electromagnetic induction, and Maxwell's equations. The course emphasizes problem solving using calculus where appropriate, and makes use of both real and simulated laboratory work. The course culminates in the nationally-administered AP Exam in May. Students who perform well on this exam may receive college credit and/or placement into advanced courses in college. Departmental approval required. Prerequisites: Chemistry and Calculus (or concurrent enrollment in Calculus)

History Department

Required Courses

World Geography: Required of sixth-grade students, this one semester course explores the major geographic systems of the world. In the process of learning the physical and economic geography of the world, students will begin to understand why cultures differ and better understand the factors that are responsible for the way cultures evolve. Various social studies and map skills such as reading graphs and charts, interpreting diagrams, using scale, and understanding latitude and longitude are all integral to the curriculum.

Computer Applications: This is a one trimester course offered to sixth grade students during their foreign language rotation. Students will learn basic typing skills and how to use the functional capabilities of Microsoft Word, Excel and PowerPoint. Emphasis is placed on how to properly format an essay, manipulating data to generate reports, and creating presentations. Students will learn how to use Net Classroom, school email and the TMI Website to obtain information and stay connected with each other and teachers.

Texas History: A seventh-grade requirement, this is a one-semester basic survey course of early Texas history. Major topics include native Texans, European exploration of Texas, “missionization”, colonization and settlement, the struggle for independence, Texas as a republic, annexation into the United States, the Mexican War, and the emergence of the Texas cattle industry. Basic research and writing skills are emphasized.

U. S. Studies: This two semester eighth-grade course is designed to provide the crucial historical base needed for later work in U.S. history. Students devote the first semester to studying the colonial period and early nationalism, sectionalism, and slavery and conclude with the election of Abraham Lincoln in 1860. The second semester commences with the Civil War and continues through industrialization, the early twentieth century, World Wars I and II, and the Cold War era. Writing and research skills are emphasized.

Human Geography: This two semester course is required for ninth graders. It is an interdisciplinary examination of patterns and processes that have shaped our understanding, use, and alteration of the Earth. *Human* Geography allows students to better understand *human* issues in the geographical world. Issues such as world population growth, international conflicts, political systems, and economic development to name but a few will be explored. In addition, students are exposed to the spread of world religions and the origins and diffusion of languages. Students also study urban and rural development, industrialization, and city planning within a global perspective. During this course students will be introduced to the necessary digital media knowledge and skills for their Upper School Education. It will provide an introduction of basic digital media employed in an education context such as e-mail communication and word processing. This course will also introduce standards and practices for research-based work across all academic departments at TMI. Students will develop their web-based research skills to become effective discerners of online content.

Modern World Civilizations: This two semester tenth-grade course surveys the complex and diverse history of Europe and its effect upon the world. First-semester topics commence with a review of the essential Ancient World contributions to Modern Civilizations including the Greco-Roman worlds and China. The course moves onto the Renaissance, followed by the Age of Exploration, the advent of early modern European nation-states, the Reformation, and the major dynasties of Asia and Africa. The second semester begins with the Enlightenment, followed by the Napoleonic era, the Industrial Revolution, then on to European imperialism, World War I and World War II, the rise of post-colonial nation states in Asia and Africa, the creation of the European Union, and the end of the Cold War. Themes such as feudalism, liberalism, imperialism, socialism, anti-Semitism, totalitarianism, and democracy are examined with specific case studies from the lives of Napoleon Bonaparte, Karl Marx, Adolph Hitler, Gandhi, among others. Reading, note taking, research, and writing skills are heavily emphasized. An Honors course is available requiring an application and approval by the department.

United States History: This two semester survey course introduces eleventh-grade students to the political, economic, diplomatic, and social development of the United States. The first semester is devoted to colonial settlement, revolution, the establishment of nationhood, nationalism and political change, territorial expansion, sectionalism and slavery, and the Civil War. The spring semester is devoted to western development, industrialization, American imperialism, progressivism, World War I, the prosperity and depression of the 1920's and 1930's, World War II, the Cold War, civil rights, and a review of the last forty years. There is considerable emphasis on writing and research skills.

Government: This one-semester course taught in the fall focuses primarily on the Constitution and functions of government, exploring in some depth what the various articles of the Constitution, the Bill of Rights, and the rest of the amendments actually entail. Topics include US political history from colonization through the Revolution to the present, 17th and 18th century political theory, the Articles of Confederation, the writing and ratification of the Constitution, major Supreme Court cases and historical and political analysis of each amendment. Course enrollment is limited to seniors.

Economics: Economics is a one semester examination into Microeconomics. In addition to fundamental economic concepts, major topics include consumer choice, business strategy, firm behavior and market structure. In addition, supplementary materials will be introduced to “dive deeper” into a number of topics. Classes will vary from lectures to discussions and debates, and the course will include a number of economic “experiments,” in which students’ decisions and behaviors will be used as demonstrations of economic principles. Course enrollment is limited to seniors and is taught in the spring with one section being taught in the fall opposite Advanced Placement Government.

Elective Courses

AP Human Geography: An alternative to regular Human Geography for ninth graders, this two semester course requires motivation to do additional reading, analysis, and writing. As prescribed by the AP College board, the course examines: Nature of and Perspectives on Geography, Population, Cultural Patterns and Processes, Political Organization of Space, Agricultural and Rural Land Use, Industrialization and Economic Development, Cities and Urban Land Use, and Human Environment. This is a college-level course that has a required college textbook. Assessments in this course will include AP multiple choice questions and AP essay writing. The course culminates in the nationally administered AP Exam in May. Students who perform well on this exam may receive college credit. Departmental approval required

Advanced Placement European History: Open to motivated 10th to 12th grade students, this two semester college-level course covers major events and trends from 1450 to the very recent past. Historical methodology and analysis are the cornerstones of this course; therefore, critical reading, discussion, and writing skills are vital to the students’ success. The course culminates in the nationally-administered AP Exam in May. Students who perform well on this exam may receive college credit and/or placement into advanced courses in college. Departmental approval required.

Advanced Placement United States History: An alternative to regular U.S. History for juniors, this course requires motivation to do additional reading, analysis, and writing. It is a college-level course that uses college textbooks. In addition to a thematic development of United States history, students will be exposed to the different methodologies that historians use in order to practice their craft. There is a special emphasis on discussion and analysis. The course culminates in the nationally-administered AP Exam in May. Students who perform well on this exam may receive college credit and/or placement into advanced courses in college. Departmental approval required.

Advanced Placement Government: Open to seniors, students in this college-level one semester course taught in the spring will study concepts and theories that govern U.S. government and politics, understand typical patterns of political processes and behavior and their consequences, and analyze and interpret basic data relevant to the American political system. Topics will include the constitutional underpinnings of our federal government, political beliefs and behaviors, political parties, interest groups and the mass media, and civil rights and civil liberties. Students in this course will take the AP examination in May, and those who qualify on the exam may simultaneously receive both high school and college credit. Departmental approval required.

Topics in Latin American History: This is a two semester elective course open to 10th to 12th grades. Students may take one or both of the semester offerings. The fall semester is an examination of Mexican history beginning with pre-contact Meso-American cultures through the colonial period under Spain and finishing with modern Mexico. The spring semester begins with the Incan Empire and then moves on to colonial South America with a particular focus on slavery in Brazil. For the modern period, the course will examine the struggles of Chile, Brazil and Argentina to modernize. This course will not only introduce students to the essentials of Latin American history, but also gives students the experience of learning in a college style discussion seminar course. There will be considerable emphasis on writing and research skills, including working with primary source materials for both English and Spanish speakers. This course will be offered every other year (2012-2013, 2014-2015) and is open to juniors and seniors.

Topics in 20th Century America – Film and Politics: This one semester elective course offered each semester will explore how film represents American political institutions and culture. Students will critically analyze how conflicts are presented in film and study the role film plays in the political development of the United States. The course examines both the way in which films influence political ideas and how political ideas influence our perception of film. This seminar-style class emphasizes analytical thought through reading, essay writing, and class discussion. This course will be offered every other year (2012-2013, 2014-2015) and is open to Juniors and Seniors.

Introduction to Anthropology: Open to juniors and seniors, this one semester course offered each semester is an interdisciplinary approach to understanding how humans came to be and are. The course has a material-culture emphasis and is organized around case-studies in archaeology, social anthropology, linguistics, and physical anthropology. The themes of identity, power, social change, and gender are explored using a methodology of object analysis. Throughout the course the theories in social model construction are contrasted and compared. This seminar-style class emphasizes analytical thought through reading, essay writing, and class discussion.

Genocide in the 20th and 21st Centuries: Focusing on the 20th and 21st century, this one semester course offered each semester analyzes the roots of modern genocide, the relationship between race, religion, war, and revolution, and the role played by the state and its various institutions in perpetrating genocide. We will explore multiple cases of genocide and genocidal acts ranging historically from the Armenian genocide (1915-1916) to the “ethnic cleansing” in former Yugoslavia (1991-1999); the killings of the Kurds by Saddam Hussein’s regime; and the genocide in Darfur, the western region of Sudan. This course is challenging because it brings up much human suffering and extreme, deliberately - inflicted cruelty. We will descend into hell, but also we will rise to the sublime, as we will learn not only about inhuman atrocities, but also about human survival, sacrifice, and resistance in the face of evil. Even if it will get painful and graphic, I believe we need to know and talk about genocide. Closing our eyes it will not make it disappear. This course is open to Juniors and Seniors and will be offered every other year beginning in 2013-2014.

Sports in America: This one semester course taught in the spring will explore the multiple historical perspectives of sport in American Culture examining the ways sports can play a role in social cohesion and national morale as well as reflect racial and gendered divisions within society. The course will trace the rise of sport as leisure activity to an industry with the creation of major professional leagues. This seminar-style class emphasizes critically reading and writing on a range of books including, but not exclusively, *Friday Night Lights*, *In These Girls*, *Hope is Muscle*, and *Muhammad Ali, The People’s Champ*. This seminar-style class emphasizes

analytical thought through reading, essay writing, and class discussion. This course is open to juniors and seniors and will be offered every other year beginning in 2013-2014.

Topics in Psychology: This discussion and experience based one semester course offered each semester explores what motivates us as individuals and how we interact in groups. Students and teacher will be actively engaged in discovering how biology and life experience combine to create individual personality. We will also investigate what areas of personality are open to change and which are not. Expect to talk, listen, teach, learn, & experiment to find answers to your questions about who we are and why. This class fulfills one-half credit in History. NOTE: This is NOT group or individual therapy! This class is an academic exploration of psychology only. This course is open to juniors and seniors.

Classical Mythology: Are myths fairy tales or is there something more to them? What constitutes a myth and why do ancient myths still captivate us today? Why are today's movies as well as world literature, paintings, sculpture, music, and other art forms still inspired by these seemingly timeless tales? This course will examine these questions with reference to specific important myths, relevant ancient Greek and Roman beliefs and practices, geographical "realities," and pertinent archaeological finds. This is a one-semester elective offered in the spring, open to students in grades 10-12.

Religious Studies Department

Required Courses – Middle School

Introduction to Christianity: This one semester 6th grade course provides an overview of the basic stories, people, history, ideas, and values of the Christian Tradition. It begins with an overview of the Biblical Story before Christ, including creation, the Hebrew patriarchs, the Exodus, and the history of the Jewish Kingdom and people. It continues by looking at the life and teachings of Jesus Christ, and how his message was carried forward by the early Christian Church. While this course teaches what is common to all Christian traditions, it also touches on how different Christian traditions emphasize different aspects of our Common Tradition, as well as noting the particular gifts of the Episcopal Church.

Introduction to World Religions: This one semester 7th grade course provides an opportunity for students to be exposed to the major religions of the world. The students will learn the basic elements and nature of the world's major religious traditions, the answers that the major religions give to the fundamental questions of human life, and gain an increased knowledge of and respect for people who practice these diverse religious traditions. This is a semester-long course which helps to teach our students to understand the basic beliefs and practices of the diverse religious traditions of our world.

Required Courses – Upper School

Students must take two of the below courses. Additional courses may be taken for elective credit.

Old Testament: Biblical literacy is a vital part of a well-rounded education. This course contributes to such literacy by offering an introduction to the Old Testament (Hebrew Bible). The course will explore the historical, geographic, cultural, and literary background of the text, as well as the relevance of the Bible to individual lives and communities across the world today, as the Bible's unparalleled influence on the Western World continues. The focus of the course will be to think critically about the images and ideas that make up the theology of the Old Testament, with a special emphasis on the themes of creation, divine election and providence, covenant, and the relationship between God and Israel. This one semester course is offered in the fall with one section offered in the spring.

New Testament: Biblical literacy is a vital part of a well-rounded education. This course contributes to such literacy by offering an introduction to the New Testament. The course will explore the historical, geographic, cultural, and literary background of the text, as well as the relevance of the Bible to individual lives and communities across the world today, as the Bible's unparalleled influence on the Western World continues. The focus of the course will be to think critically about the images and ideas that make up the theology of the New Testament, with a special emphasis on the themes of the person and mission of Jesus Christ, the nature of the early church, the life and writings of St. Paul, and the apocalyptic character of the Book of Revelation. This one semester course is offered in the spring with one semester offered in the fall.

World Religions: The goal of this course is to familiarize ourselves with the great religious traditions of the world and their current status through a reading of some of the foundational texts of these traditions. We will be guided in our reading of these texts by our textbook and by class lectures and discussions. The primary religious traditions that we will cover are Judaism, ancient Greek and Roman religion, Zoroastrianism, Christianity, Islam, Hinduism, Buddhism, Taoism, and Confucianism. We will examine both similarities and differences among these various religious traditions, as well as their ongoing influence in the world today. Our focus will be on gaining an accurate understanding and respectful appreciation of the basic beliefs and practices of the world's major religions. This one semester course is offered in the spring.

Philosophy: This one semester course offered in the spring is open to 10 to 12th grade students and offers an introduction to the history of philosophy and its major authors, texts, themes, and arguments. We will begin with Socrates in ancient Athens and end with modern and postmodern forms of philosophy in evidence today. For each major period we will focus on a representative author in order to focus our debate and discussion: ancient (Plato), medieval (Augustine), early modern (Rousseau), and modernity/postmodernity (Nietzsche). This course will not constitute merely a history of ideas but will place premium value on each

student's own growth in intellectual virtue, capacity for critical thinking, and ability to express one's ideas orally and in writing in an articulate fashion.

The God Debate: An Introduction to Theology: Does God exist? Is religion a force for peace or a cause of division and violence? Does religious faith contradict the methods and discoveries of science? What is the relationship between faith and reason? Does it make sense to believe? The purpose of this one-semester course is to introduce students to the major debates within the fields of theology and the philosophy of religion, especially those concerning atheism and theism. We will primarily study the thought of early modern philosophers (e.g. Hume, Kierkegaard, Feuerbach, Marx) and contemporary thinkers, though classical and medieval approaches will also be considered. Both atheistic and theistic authors will be studied in detail. Our primary topics will be: proofs and disproofs for God's existence, religious epistemology, religion and science, faith and reason, Christianity and world religions, and Christianity in modern and postmodern intellectual and social contexts. This one semester course is open to grades 10th to 12th and is taught each semester.

Foreign Language Department

Our “foreign language” department is committed to offering an excellent program in the main classical language of Western culture, Latin, and the most spoken language of the Western world and the second most spoken language of the U.S., Spanish. Students are required to finish through three years of Latin or Spanish. In 6th grade students are exposed to both languages with introductory courses. In 7th grade students choose to take another introductory course of either language. 8th graders begin level I and will continue through the 10th grade. New Upper School students take a placement exam to be put into the appropriate class. Upper level elective courses include Honors Latin IV, A.P. Latin V – Vergil, Spanish IV Honors and A.P. Spanish

Required Courses

Introduction to Latin – 6th grade: Exposure to Latin for the first time will stress vocabulary, Roman history, culture and geography. This course will be less grammar intensive but will serve as a way to excite young students about the wonderful advantages to studying the *lingua franca* of the classical world and the endless connections to modern English and to western culture. This is a one trimester course which rotates with Introduction to Spanish – 6th grade and Computer Applications.

Introduction to Latin – 7th grade: This two semester course focuses on basic elements of Latin and the pervasive influence of Rome’s language on English and Rome’s civilization on western development as a whole. Students learn beginning vocabulary and grammar principles as well as a wide variety of classical culture, including mythology, Roman history, and daily life.

Latin I: This two semester course concentrates on the mastery of essential Latin grammar, vocabulary, and translation skills while exploring Roman culture. Students become familiar with Roman achievements in art, architecture, and literature, with Roman daily life, and with mythology. Roman influence on our language and world is stressed.

Latin II: This two semester course continues from a review of Latin I grammar to the more complex constructions and vocabulary necessary for authentic Latin reading. Derivative work in English is also included. Civilization studies emphasize various Roman authors and their works, Roman mythology, and late Republic-Early Empire. In the second semester students get a first-hand view into the beginning of empire by translating selections from the *Res Gestae*, written by the inspirational first emperor Augustus, who ushered in the Golden Age in Rome.

Latin III: This two semester course combines grammar review with excerpts from important Roman prose and poetry writers. Selections from Cicero, Caesar, Catullus, Martial, and Pliny are included, along with advanced study in Roman culture, history, and mythology.

Introduction to Spanish – 6th grade: Exposure to Spanish for the first time will stress vocabulary and basic communication skills. Emphasis will be on oral and active participation using daily real-life situations as a basis for conversations. Grammar will be simple but beneficial for upper level courses. This is a one trimester course which rotates with Introduction to Latin – 6th grade and Computer Applications.

Introduction to Spanish-7th grade: This two semester course stresses the basics of communication, both oral and written. Vocabulary, grammar and culture are integrated and rooted into meaningful real life situations. Students practice interpreting, expressing and negotiating meaning in Spanish through frequent peer interaction.

Spanish I: This two semester course establishes a foundation in listening, speaking, reading, and writing in the Spanish language. Oral communication is emphasized with the basic elements of grammar being taught in the context of stories and writing. Students are exposed to a variety of Hispanic cultures including those of Latin America, Spain, Mexico, and the United States.

Spanish II: This two semester course further develops the four basic skills of listening, speaking, reading, and writing while continuing to explore the cultural themes begun in Spanish I. More complex grammatical structures are taught in context through short stories and writing exercises. By the end of Spanish II, students will have acquired a command of key vocabulary and language structure necessary for oral and written proficiency.

Spanish II Honors: This two semester course is a much faster pace course. Minimal time is spent on review so that students may immediately begin learning more complex grammar concepts and communicate at a more sophisticated level more rapidly. Readings emphasize the history, culture and literature of Spanish and Latin America. Honors students must have departmental approval and must maintain an 85 average to continue.

Spanish III: This two semester course continues the study of advanced vocabulary, grammar structures, and composition through exposure to literature, both poetry and prose. The course stresses oral proficiency as well as cultural understanding. All course discussion and dialogue is conducted in Spanish with an emphasis on higher-level understanding, interpretation, analysis, and expression.

Spanish III Honors: Minimal time is spent on review in this two semester course. Honors students make a firm commitment to communicate only in Spanish. More sophisticated readings are chosen for this course of Spanish and Latin American writers. Students are expected to give several oral presentations throughout the year and write extensive essays on a wide array of topics. Students are also expected to master their communicative abilities in many social situations. Application and departmental approval is required.

Spanish III Advanced Grammar for Heritage Speakers: This two semester course is tailored for students who already speak Spanish to some degree and need to improve their writing. The course concentrates on communicating more complex topics, such as literature and history, and on the mechanics of accurate Spanish writing, such as spelling, syntax, and the use of accents. Proper grammar and formal writing are reinforced in all assignments.

Elective Courses

Honors Latin IV: The two semester first semester of this course presents grammar review and reading selections from prominent authors of the Roman Republic and Empire, both prose and poetry writers. Poets include Catullus, Horace, Ovid, and Martial. Prose writers include Caesar, Cicero, Sallust, and Pliny the Younger. The historical and cultural context of each author will be highlighted. The second semester of the course continues with grammar review and focuses on selections from one of the world's most beautiful and influential epics, the *Aeneid* by Virgil. Since the *Aeneid* was written during the beginning of Empire in Rome, the course also stresses the exciting political, literary, and artistic context in which Vergil wrote. Studies in Latin meter accompany the poetry reading and analysis. Departmental approval required.

Spanish IV Honors: This two semester course is designed for non-native speakers, who wish to increase their knowledge of the Spanish language. It will focus on reviewing extensively Spanish grammar; revisiting the sentence structure of the language; and recalling techniques that help improve the students' reading, writing and verbal skills. To this end, students will be required to read some representative Hispanic literary works, including poems, stories and other compositions. They will also write essays based on these readings. The moderately-paced course will be conducted entirely in Spanish. Although not an A.P. class, qualifying students may opt to take the AP Spanish Language Exam, if they wish to earn college credit. Course teacher's approval is required

Advanced Placement Spanish Language: This two semester course is designed to carry students further in their development of advanced language skills while deepening their insight into Hispanic culture through exposure to the works of modern writers. Grammar is reviewed, and selections from Spanish and Latin American literature are studied. The development of oral proficiency is emphasized throughout the course, which culminates in the nationally-administered AP Exam in May. Students who perform well on this exam

may receive college credit and/or placement into advanced courses in college. Departmental approval required.

Spanish V Honors: Literature: This one year course is designed for fluent Spanish speakers with excellent vocabulary and grammar usage. The object of this class is to introduce students to a wide variety of Hispanic authors in prose and poetry. Works will be analyzed in depth so that the students are comfortable discussing different authors. Methods will be used for the class include: reading, essays, group discussions and short presentations.

Fine Arts Department

Middle School Fine Arts Rotation:

6th Grade: Students will spend one semester in Art and Drama for each rotation. Students choosing Band or Chorale will spend both semesters in their discipline.

7th Grade: Students will spend one semester in Art and Drama for each rotation. Students choosing Band or Chorale will spend both semesters in their discipline.

8th Grade: Students will spend one semester in Art and Drama for each rotation. Students choosing Band or Chorale will spend both semesters in their discipline.

Middle School Art: This is a hands-on, project-oriented class that provides introduction in a wide range of media. Projects include: design, color, and composition; drawing, painting, ceramic hand-building, and papier-mâché, among others.

Middle School Theater Arts: This class focuses on theater basics. Units of study include group skills, effective communication techniques, listening skills, stage terminology, playwriting, and voice and diction improvement. The class will design and present original scripts, written in class, as well as staged readings of published plays.

Middle School Chorale: Open to all interested students in grades 6 and 7 and 8. Prior experience in choir or reading music is helpful, but not required. The only prerequisites are ability to match pitch and a desire to sing. The fundamentals of music reading and vocal production are taught within the context of rehearsals.

Middle School Band: Open to all interested students in grades 6 and 7 and 8. No prior experience in band or reading music is necessary. The class is open to all students who desire to learn a band instrument in a classroom setting. Band instruments include Flute, Clarinet, Saxophone, Oboe, Bassoon, Trumpet, Trombone, French-Horn, Tuba, and Percussion. Students should own or rent a pre-approved instrument from a pre-approved vendor. Private lessons are strongly encouraged.

Upper School Music Program:

Upper School Chorale: Open to all interested students in grades 9-12. Prior experience in choir or reading music is helpful, but not required. The only prerequisites are ability to match pitch and a desire to sing. The fundamentals of music reading and vocal production are taught within the context of rehearsals. The major performances of the year are: Lessons and Carols at the beginning of Advent; Christmas and Spring Concerts; and Baccalaureate. The choir also performs occasionally for chapel and at other school and community events.

Upper School Band: Open to all interested students in grades 8-12. Prior experience on an instrument or reading music is required. Students who are not currently enrolled are accepted by audition only. Enrollment is limited to band instruments only. Band instruments include Flute, Clarinet, Saxophone, Oboe, Bassoon, Trumpet, Trombone, French-Horn, Tuba, and Percussion. Students will have the opportunity to work on their skills as a musician through class instruction, and master classes. The fundamentals of music reading, tonal production, and technique are taught within the context of rehearsals. Performance opportunities include chapel, supporting the existing music programs on campus, and special events around campus. Private lessons are strongly encouraged.

History in Styles of Jazz: This is a discussion and analysis course covering the evolution of Jazz in America through the various periods and styles discussing the life and music of some of America's greatest Jazz figures

such as Scott Joplin, Louis Armstrong, Duke Ellington, Charlie Parker, Miles Davis, and John Coltrane. This course will also cover styles of Jazz such as Ragtime, Dixieland, Swing, Big Band, Blues, Bebop, Fusion, and Funk. Assignments will include extensive listening, ear training, and the recreation of authentic performance styles.

Upper School Theater Program:

Theater Arts: This is a one- or two-semester course. It is an introductory theater class using theater history as the curriculum directive. Students will study acting, playwriting, directing, and improvisation, as well as working on voice and diction improvement.

Technical Theater: This full year course introduces the students to the basics of technical theater. Units of study include technical theater, scene construction, light and sound design, scenic design, and stage management. Students will participate in a variety of projects that provide a “hands-on” approach to understanding the numerous elements of theatrical production. This course will also introduce students to the structure of theatrical personnel, their roles and responsibilities, and a brief history of technical theater. Students will also receive experience by preparing for the Upper School and Middle School productions.

Production: This course is an in-depth look at what it takes to mount a theatrical production... giving students the opportunity to learn about and experience putting on a play from the first production meeting through the final cleanup of strike. Students will learn about and perform the work of actors, designers, technicians, publicists, and more as they work together to mount TMI's Drama Productions. This class will be offered as a one semester course. This class may be repeated.

Upper School Visual Arts Program:

Studio Art (Level 1): This full-year course provides a survey of media with projects based on the elements of design, color use and composition. The course, open to all Upper School students, is designed to help inspire creative thought and self-expression. The class includes instruction and projects in painting, collage, sculpture, ceramics, and a variety of drawing media. Studio Art 1 is the prerequisite for all upper level art courses.

Art II Drawing and Painting (Level 2): Throughout the year students will learn to draw and paint from the imagination and from observation. The student's first semester will cover foundation-building skills in drawing, leading to a fuller understanding and appreciation of the art. The second semester of painting allows the student to experience different painting styles and techniques. During the year a variety of mediums and subject matter will be utilized for the student's benefit to encourage creative growth of individual personal style within class- structured projects. Prerequisites: Studio Art 1.

Advanced Art (Levels 3 and 4/Pre-AP): These full year courses provide the opportunity for self-motivated students to further develop their art skills and explore areas of particular interest. Projects are based on the principles of design and composition. Students will work to develop their creativity and skills through a variety of mark making techniques, with an emphasis placed on the mastery needed to progress into the Advanced Placement course if desired. Offered on a highly selective and individual basis, highly motivated students wishing to work with a wide range of different sculptural or experimental mediums may draw up course plans with individual instructors and the Division Head as a one semester or full year course. Division Head and written instructor approval required.

Prerequisite: Studio Art 1 and Art 2 (Focus areas: drawing and painting)

Advanced Placement Studio Art (Level 4): This intensive full year course is for highly motivated students seriously interested in the study of art. It requires rigorous work both in and out of class to produce works in multiple drawing and painting media. Students will prepare a substantial portfolio of work in three sections (quality, concentration, and breadth), which will be submitted for Advanced Placement review in May. Departmental approval required. Prerequisites: Studio Art, Art II (Drawing and Painting) Art III (Pre-AP)

Ceramics (Level 2): During this one or two semester course, students will explore and better understand the medium of clay through hand-building techniques, sculpting, and use of the potter's wheel. Students will work with both the functional and sculptural aspects of ceramics. They will experiment with a variety of glazing techniques, glazes and textures. (Class size is limited)

Advanced Ceramics (Level 3): During this one or two semester course, students will continue to master skills and better understand the medium of clay through hand-building techniques, sculpting, and use of the potter's wheel. Students will work with both the functional and sculptural aspects of ceramics. They will experiment with a variety of glazing techniques, glazes and textures. (Class size is limited.) Prerequisites are Studio Art1, Ceramics, and written instructor approval.

Digital Media: Graphics (Level 1): This one semester fall course is an introductory class in the use of software to create new digital material. The class will cover the basics of photographic manipulation such as removing or inserting people into a photograph, as well as the creation of artwork solely through a digital medium. The students will examine current multimedia examples as well as create their own projects. (Class size is limited.)

Digital Media: Animation (Level 1): This one semester spring course is an introductory class in the use of software to create new digital material. The class will cover the basics of creating computer animations such as animated GIF files and Flash videos. The students will examine current multimedia examples as well as create their own projects. (Class size is limited.) Prerequisites: Digital Media: Graphics.

Digital Photography (Level 2): This one-semester introductory course offered both semesters is designed to help students improve their creative and technical skills as digital photographers and image editors. A digital camera of 10 mega pixels or greater with a USB connection is required for the course, but students are encouraged to use an "everyday" camera for this course. (A professional-grade DSLR camera is not necessary for this class, although, cell phone cameras are unacceptable.) Students will learn the basics of image editing using Adobe Photoshop CS5 and will keep a digital portfolio online of their work and will print selected work from this portfolio. Class size is limited. Prerequisites: Studio Art 1 or Digital Media: Graphics with written instructor approval only.

Film Photography (Level 2): This is an introductory full year course to black and white film photography, requiring a manual capability 35-mm camera. Students learn basic darkroom techniques and the proper use of a 35-mm camera. Assignments are designed to develop visual composition and the use of a camera as an extension of the mind's eye. Class size is limited. Prerequisites: Studio Art 1.

Advanced Photography (Level 3 and 4): This full year course provides further instruction in the use of a 35-mm camera (film and digital), in the creation of visual images and advanced darkroom techniques. Students may serve as photographers for the school yearbook in addition to individual photo assignments. Prerequisites: one full year of Photography and instructor approval. This is offered as an independent study course only.

Yearbook (Level 1, 2, 3, & 4): Students in this full year course produce the annual yearbook. They are responsible for page layout, design of the book, photography, image cropping and editing, writing copy, desktop publishing (InDesign, Photoshop, iPhoto) and all other aspects of the production process. Students enrolled in the course are expected to attend out-of-class work sessions after school and on weekends as necessary to meet production deadlines. Class size is limited, instructor approval and completion of application is required. Application is competitive and based on GPA, experience, and teacher recommendations. Applications must be turned in the previous year during course selection. Commitment to at least three years of this course is recommended.

Military Department

Leadership Education and Training (LET): This nationwide Junior ROTC (JROTC) program is designed to motivate young people to be better citizens. Emphasis throughout the four years is on leadership. The program provides formal leadership instruction based on the model provided by the United States Army Cadet Command. This classroom leadership instruction is backed by the TMI Corps of Cadets environment, which provides essentially a leadership laboratory. Cadets take the classroom lessons and place theory into practice. Additional formal instruction is provided in citizenship, first aid, map reading, public speaking, career opportunities, job interview skills, basic marksmanship, military drill, and ceremony. Values such as integrity, dependability, self-discipline, commitment, respect, loyalty, and accountability are reinforced.

Marksmanship: This specialized course is offered to Upper School members of the Corps of Cadets who wish to be part of the Rifle Team. Marksmanship class is oriented to competitive shooting. Rifle safety and skills are coupled with competitive shooting against local and state teams. Cadets strive to adopt the procedures used by Olympic shooting teams.

ATHLETIC DEPARTMENT

TMI Athletic Participation Policy

Middle School

Every Middle School student must participate in either a team sport or a general physical education course each season. They are strongly encouraged to play at least one team sport each year in order to learn the skills of the sport and experience healthy athletic competition.

Athletic Offerings for Middle School

<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>
Football	Basketball	Baseball
Co-ed Soccer	Swimming	Lacrosse
Girls' Volleyball	General P.E.	Softball
General P.E.		Tennis
		Track and Field
		Golf
		General P.E.

Upper School

Every student must earn a minimum of three physical education credits before graduation, and at least one credit must be earned during each of the freshman, sophomore, and junior years. (These three credits accumulate to one unit in physical education to meet the graduation requirement.) The freshman year credit must be earned in an interscholastic team sport. In the sophomore, junior, or senior year the credit can be earned by either participation in a team sport, serving as a team manager or athletic trainer for a full season, or taking one of the physical education classes during the spring sports season. In a student's senior year only, the physical education requirement may be substituted by participation in a school-sponsored extracurricular activity in the Fine Arts Department or Corps of Cadets.

Students are strongly encouraged to play more than one sport. Varsity athletes will be expected by their coaches to be enrolled in an off-season program when they are not playing another competitive sport. Students are also strongly encouraged to avoid outside conflicts that may interfere with athletic participation.

Athletic Offerings for Upper School

<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>
Football	Basketball	Baseball
Cheerleading	Soccer	Golf
Cross Country	Swimming	Lacrosse
Girls' Volleyball	Cheerleading	Softball
		Tennis
		Track and Field

Athletic Department Courses

Athletic Exercise Fitness: This class meets every day for one semester and will be offered in the fall and the spring. Students will receive one (1) PE credit for successfully completing this course and will be graded on attendance, punctuality, dress, and both physical and written exams. The grading will be Pass/Fail. The content of this course will include education and execution of strategies and techniques used in performance exercises. The activities will include, but are not limited to, light to moderate weight lifting, foot speed and agility training, endurance training, sport specific hand/eye and foot/eye coordination training, flexibility, and the proper instruction on how to effectively perform each of the aforementioned activities. Each class will also include an element of nutrition education, character development, contemporary application of course concepts, and open forum discussions.

Lifetime Fitness: This class meets every day for one semester and will be offered in the fall and the spring. Students will receive one (1) PE credit for successfully completing this course and will be graded on attendance, punctuality, dress, and both physical and written exams. The grading will be Pass/Fail. The content of this course will include education and execution of techniques used in lifetime fitness exercises. The activities will include, but are not limited to, light weight lifting, speed training, endurance training, flexibility, introduction to lifetime sports and recreation activities, and the proper instruction on how to effectively perform each of the aforementioned components. Each class will also include an element of nutrition education, character development, contemporary application of course concepts, and open forum discussions.

GOVERNANCE

Board of Governors

The Rt. Rev. Gary R. Lillibridge, *Chair*

Mr. Stephen E. Walker, *Executive Chair*

Mr. Michael Amini

Mr. Tom C. Frost '45

Mr. Robert Jalnos

Mrs. Lisa Cooper McCutcheon '86

Mr. Jeff Miller '88

Mr. Marc A. Notzon

Mr. J. David Oppenheimer '67

Mr. Jose B. Sena II '97

Mr. Richard W. Smith, Jr. '71

Mr. Tobin Walker '89

Mrs. Tammy Watts

MG (Ret) James M. Lyle, Ex-Officio Board of Trustees Chairman

Alumni Association President

Mr. Ernest Brown IV '80

Administration

Interim Headmaster

Mr. Walter Spencer

B.A., M.A., University of Texas at San Antonio

Upper School Head

Mr. Bob Ridewood

B.A., B.S., M.A. Ohio State University

Middle School Head

Dr. Richard Stark

B.A., University of Arizona

M.A., Ph.D., University of Texas at Austin

Academic Dean

Mr. Robert Friedrich

B.A., Trinity University

M.S., University of Texas at San Antonio

Director of Admission

Mrs. Brenda Klaftegger

B.A. University of Alabama

Director of Athletics

Ms. Becky Geyer

B.S., Northern State University

M.S., Illinois State University

Director of Operations

Mr. Frank Goza

B.B.A., Southwest Texas State University

Chief Advancement Officer

Mr. Steve Herlich

B.A., Trinity University

M.B.A., University of Texas at San Antonio

Director of Residential Life

Mr. Clive Hamilton

B.Sc. (Hons), London University (Imperial College)

B.Sc. A.R.C.S. Royal College of Science

Faculty

English Department

Mrs. Kay Parke, Chair
B.A., Rhodes College
M.A., Purdue University
M.B.A., Washington University in St. Louis

Mr. Bob Bell
B.S., U. S. Military Academy at West Point
M.A., The College of William and Mary

Mr. Patrick Davis
B.A., Notre Dame University

Ms. Marissa O'Connell
B.A., Davidson College

Mrs. Karla Ortiz
B.S. University of Texas at San Antonio

Mrs. Rita Stanley
B.A., Mount St. Vincent
J.D., Southwestern University

Mr. Robert "Mac" Stephens
B.A. Sewanee: The University of the South

Mathematics Department

Mrs. Brenda McCann, Chair
B.S., University of Texas at San Antonio

Mr. Troy Eason
B.S., Texas A&M University

Mr. Clive Hamilton
B.Sc (Hons), University of London
B.Sc. A.R.C.S. Royal College of Science

Mr. Michael Haveman
B.S., Texas Christian University

Mr. Phillip Kamau
B.B.A., M.S., Georgia State University

Ms. Katherine Miller
B.S., University of Texas at San Antonio

Ms. Stacey Patsko
B.A., University of California, San Diego
M.S., University of Texas, Pan America

Mr. Robert Pels
B.S., State University of New York
M.S., University of North Carolina

Mr. Robin Rapp
B.B.A., University of Texas at Austin
M.S. Ed., Texas A & M, Kingsville

Science Department

Dr. Travis Waddington
B.S., California Institute of Technology
Ph.D., State University of New York, Stony Brook

Mr. Robert L. Friedrich, Chair
B.A., Trinity University
M.S., University of Texas at San Antonio

Ms. Jennifer Cairns
B.A., College of Wooster

Mr. Troy Eason
B.S., Texas A&M University

Mr. Leland Goertz
B.S., Southwest Texas State University

Mr. Mark Philippi
B.A., M.A., Truman State University

Mr. Bruce Quinn
B.S., University of Evansville
M.S., University of Arizona

Ms. Carly Weinberg
B.A., The College of the Atlantic

History Department

Dr. Luis Murillo, Chair
B.A., Hamilton College
M.A., George Washington University
Ph.D., University of California

Mr. Ted Constanzo
B.F.A., University of Texas at Austin

Mr. Bob Ridewood
B.A., B.S., M.A. Ohio State University

Mr. Matt Ridewood
B.A., University of Texas at Austin

Mrs. Cristina Rowan
B.A., M.A. University of Bucharest, Romania

Mrs. Rita Stanley
B.A., Mount St. Vincent
J.D., Southwestern University

Mr. Nathan Torok
B.A., Texas Tech University

Religious Studies Department

Dr. Jacob Friesenhahn, Chair
B.A., University of Dallas
Ph.D., Southern Methodist University

Fr. Nathan Bostian, Chaplain
B.A. Texas A&M University
M.Div., Perkins School of Theology

Foreign Language Department

Mr. Leland Goertz
B.S., Southwest Texas State University

Mr. Michael Monroe
B.A., University of Chicago

Mr. David Archer, Chair
B.A., The University of Texas at Austin

Mrs. Claudia Clark
B.A., Georgetown University

Mrs. Sylvia Gonzalez
B.A., Incarnate Word College

Mrs. Chaddie Kruger
B.A., M.A., University of Texas at Austin

Mr. Steven Landkamer
B.A., Carleton College

Mr. Mike Monroe
B.A., University of Chicago

Mrs. Maria de la Luz Sobreviñas
B.A., Universidad Panamericana
M.A., Concordia University

Fine Arts Department

Mrs. Mary Rohde Scudday, Chair
B.A., M.F.A. Trinity University

Mrs. Melissa Cormier
B.F.A., Radford University

Dr. Joseph DeLoach
B.A. Newberry College
M.M.E., University of Georgia, Athens
Ph.D. (ABD), University of Oklahoma

Mr. Rod Leonard
B.M.E., University of Texas at San Antonio

Ms. Victoria Luna
B.F.A., University of Texas at San Antonio

Mr. Brian Palandri
B.A., Trinity University

Mr. Allan Rupe
B.F.A., University of Texas at San Antonio

Military Department

MAJ Douglas McVey, Commandant
B.S., University of Kansas
M.S., Naval Post Graduate School

CPT Sharon Cox
B.S., U. S. Military Academy

SFC William Partridge
B.A. Central State University
B.S. Wayland Baptist University

Athletic Department

Ms. Becky Geyer, Athletic Director
B.S. Northern State University
M.S. Illinois State University

Mr. Chris Nelson, Assistant Athletic Director

Mr. Brandon Palomo
B.S. Schreiner University

Miss Stacey Patsko, Middle School Athletic Director
B.A., University of California – San Diego
M.S., University of Texas, Pan American

Academic Support Staff

Registrar

Mrs. Barbara Zenner

Attendance Officer and
Dean of Students

Mrs. Pam Nelson
B.S., University of the Incarnate Word

Assistant to Registrar and
College Counselor

Ms. Pam Van Scoyk

School Counselor and
Director of College Placement

Ms. Lisa Condrey
B.A., University of Texas at Austin
M.S.W., Florida State University

Director of Financial Aid
& Alumni Relationship Manager

Mrs. Alex Hernandez

Librarian

Mrs. Lynn Lada
B.S., M.S.L., Western Michigan University

School Nurse

Mrs. Julia Bates
B.S.N., UTHSC School of Nursing

School Nurse

Mrs. Pennie Domenico
B.S.N., M.S.N., University of South Florida
R.N., Aultman Hospital School of Nursing

Consulting School Psychologist

Dr. John E. Cannell
B.A., University of Denver
M.Div., Nashotah House Episcopal Seminary
Ph.D., University of Nebraska

Associate Director of Admission

Mr. Aaron Hawkins
B.A., Southwestern University
M.A., St. Mary's University
M.S., Our Lady of the Lake University

Admission Assistant

Mrs. Grace Macias
B.A., Ashford University

Receptionist/Admission Assistant	Ms. Tandy Broussard
Controller	Ms. Jill Schafer, CPA B.S., University of Northern Iowa B.A., University of Texas at San Antonio
Assistant to the Controller	Mrs. Helen Reed
Business Office Assistant	Mrs. Cindy Elliott
Assistant to the Headmaster	Mrs. Susie Goza
Director of Alumni Relations & Donor Database Manager	Mrs. Jessica Mitchell B.B.A., University of Texas at San Antonio
Director of Community Relations & Webmaster	Mrs. Stephanie Nelson B.A., Eastern Illinois University
Director of News & Information	Mrs. Paula Allen B.A., Smith College
Director of Special Events	Mrs. Nikisha Baker
Facilities Manager	Mr. Daniel Gonzalez
Risk Management & Security	Mr. Mike Hodges, M.P.O. B.C.J., Wayland Baptist University
Director of Communications And Technology	Mr. John-Paul Reed
Network Administrator	Mr. Cliff Rand
Network Administrator	Mr. Patrick Forristal
Database Assistant	Ms. Kimberly Jacobs

NON-DISCRIMINATORY STATEMENT

TMI - The Episcopal School of Texas admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

