

curriculum guide

2015-2016





welcome

Welcome to the 2015-2016 Curriculum Guide! This represents two years of curriculum design by Castilleja faculty. Between the covers of this guide you will find a distilled version of the work conducted by each department to define, describe, and analyze learning in every discipline as well as across the disciplines.

This guide reflects Castilleja's rich and vibrant program. It also demonstrates faculty commitment to inculcating in their students an understanding of the building blocks of their discipline and to communicating the knowledge, understanding, and skills specific to each discipline. Equally, the guide documents the importance of interdisciplinary skills. The common threads of collaboration, critical thinking, problem-solving, and communication that recur throughout the pages of the guide highlight Castilleja's strategic direction and commitment to strengthening interdisciplinary connections.

This guide is a living document. Read in parallel with the course catalog, the Curriculum Guide presents a complete picture of our program and is used by our faculty as a natural starting point for conversations and collaborations. We are already planning to add new features in next year's guide as the curriculum evolves and changes.

Josée Band
Dean of Teaching and Learning



our mission

Castilleja School educates motivated young women to become confident thinkers and compassionate leaders with a sense of purpose to effect change in the world.

strategic plan goal one

Refine Academic and Cocurricular Program for the 21st Century

Castilleja's academic and cocurricular program reflects the School's mission and its core values. Retaining the academic excellence fundamental to a college preparatory school, the program will prepare young women for the future by expanding their opportunities for experiential learning in and out of the classroom, and by deepening their facility with emerging technologies.

Clearly articulate newly established objectives of a Castilleja education in the 21st century

- Complete integrated interdisciplinary framework to map Castilleja curriculum at each grade level:

Across core disciplines:

English
Fitness & Wellness
History-Social Science
Mathematics

Science
Visual & Performing Arts
World Languages

Throughout specialized fields:

Communication and Rhetoric
Computer Science and Digital Fabrication
Cultural and Ethical Competence
Digital and Media Literacy
Engineering and Design Thinking
Environmental Sustainability

Equity and Social Justice
Local and Global Community Engagement
Leadership and Entrepreneurship
Research and Technology
Social and Emotional Learning

- Extend framework beyond the classroom by mapping connections between academic program, cocurricular programs, and experiential learning
- Ensure cocurricular arts and athletics programs reflect the goals and mission of the School
- Develop set of integrated demonstrations of learning that reflect and assess core ideas, concepts, and practices outlined in framework

Refine program to reflect newly established educational objectives

- Determine, develop, and employ best pedagogical practices for 21st century teaching and learning in all disciplines and across disciplines in order to prepare students to:
 - Create
 - Communicate
 - Gather and assess information
 - Innovate
 - Tackle challenging problems
 - Think critically
- Apply best research findings on how girls learn
- Create more effective opportunities for students to design, initiate, engage in, and lead real-world learning experiences such as internships, school partnerships, global travel, community action, and social entrepreneurship
- Deepen and expand use of technology devices and online resources as tools for independent and collaborative learning, blended learning, content creation, and assessment
- Provide each student with diverse resources to reach her intellectual, social, emotional, creative, and physical potential

Fully implement new program

- Align program framework with demonstrations of learning
- Align program with realities of time, space, and infrastructure
- Align educational excellence with prior school experiences and undergraduate requirements

Develop tools to assess 21st century teaching and learning

- Align assessment tools with best pedagogical practices and brain research
- Develop authentic assessments for project-based and experiential learning
- Assess program impact on student engagement, learning, and preparedness
- Share metrics broadly beyond the Castilleja community

Continue to engage deeply in dialogue about girls' education and 21st century learning

- Collaborate with leaders in girls' education
- Engage in research initiatives with potential to inform Castilleja's program development

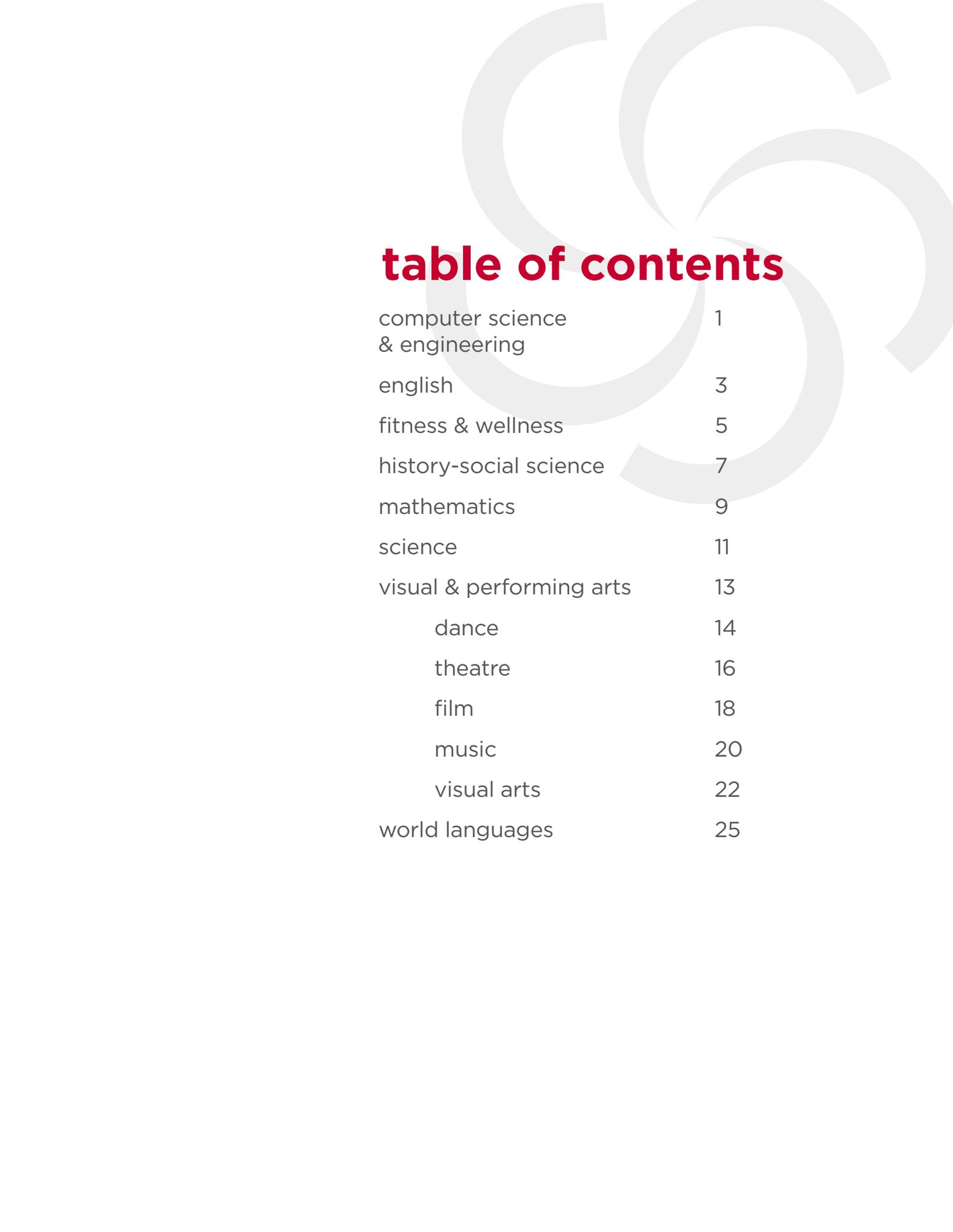


table of contents

computer science & engineering	1
english	3
fitness & wellness	5
history-social science	7
mathematics	9
science	11
visual & performing arts	13
dance	14
theatre	16
film	18
music	20
visual arts	22
world languages	25

computer science & engineering

Philosophy

Our Computer Science & Engineering Department fosters technological engagement, innovation, and leadership. The program's coursework, interdisciplinary projects, and cocurricular activities ensure that all Castilleja graduates possess foundational proficiency in computer programming and making skills. The department also offers opportunities for deeper study and academic preparation in both computer science and engineering. Students acquire practical, modern technical competencies and problem-solving skills that are increasingly vital in the 21st century. Our program cultivates confidence in dealing with complexity, persistence in working with difficult challenges, tolerance for ambiguity, ability to deal with open-ended problems, and skills for communication and collaboration. Students develop an appreciation of the breadth and creative nature of computer science and engineering, as well as their interdisciplinary connections.

Essential Questions

- What are the purposes and limitations of computer science and engineering?
- How have computer science and engineering impacted the world?
- How do we define technological innovation, and what is its importance?
- How do computer science and engineering relate to each other and to other disciplines?
- What are the emerging issues and technologies in computer science and engineering? How do we stay current with them, and why is it important to keep pace?
- What are the career opportunities, roles, and responsibilities of computer scientists and engineers?
- How are abstraction and encapsulation related to computer science and engineering?
- What does it mean for a solution to be “correct,” “effective,” or “good,” and how do we know when it is?

computer science & engineering

Knowledge, Skills, and Understanding

- *Computational Thinking* – an approach to formulating problems and designing solutions so that a computer and other tools can help to solve them automatically.
- *Design Thinking* – an iterative methodology in which designers first build empathy for users to determine the need or the problem to be solved, and then rapidly identify, prototype, and test potential solutions.
- *Technical Competencies* – an understanding of how physical and software systems work and why; proficiency in using appropriate tools and strategies to modify, improve, and develop new systems and components; and familiarity with the opportunities, roles, and responsibilities of computer scientists and engineers within these fields and other disciplines.
- *Creativity, Innovation, and Interdisciplinary Applications* – the ability to imagine, design, and build – not just use – novel technological tools and solutions for needs and problems arising within computer science, engineering, and other disciplines.
- *Collaboration and Communication* – the interpersonal, planning, management, verbal, and written skills required by the teams that drive progress in computer science and engineering.
- *Community, Global, and Ethical Issues* – the uses and applications of computer science and engineering, and the historical and potential impacts of these fields on individuals, societies, and the world.
- *Information and Media Literacy* – the inclination and ability to enhance disciplinary knowledge for immediate needs and for life-long learning by seeking, evaluating, and synthesizing resources surrounding existing solutions and new technologies.

COURSES

Upper School

Computer Science I:

Algorithms and Design

Computer Science II: Object-

Oriented Programming and

Human-Computer Interaction

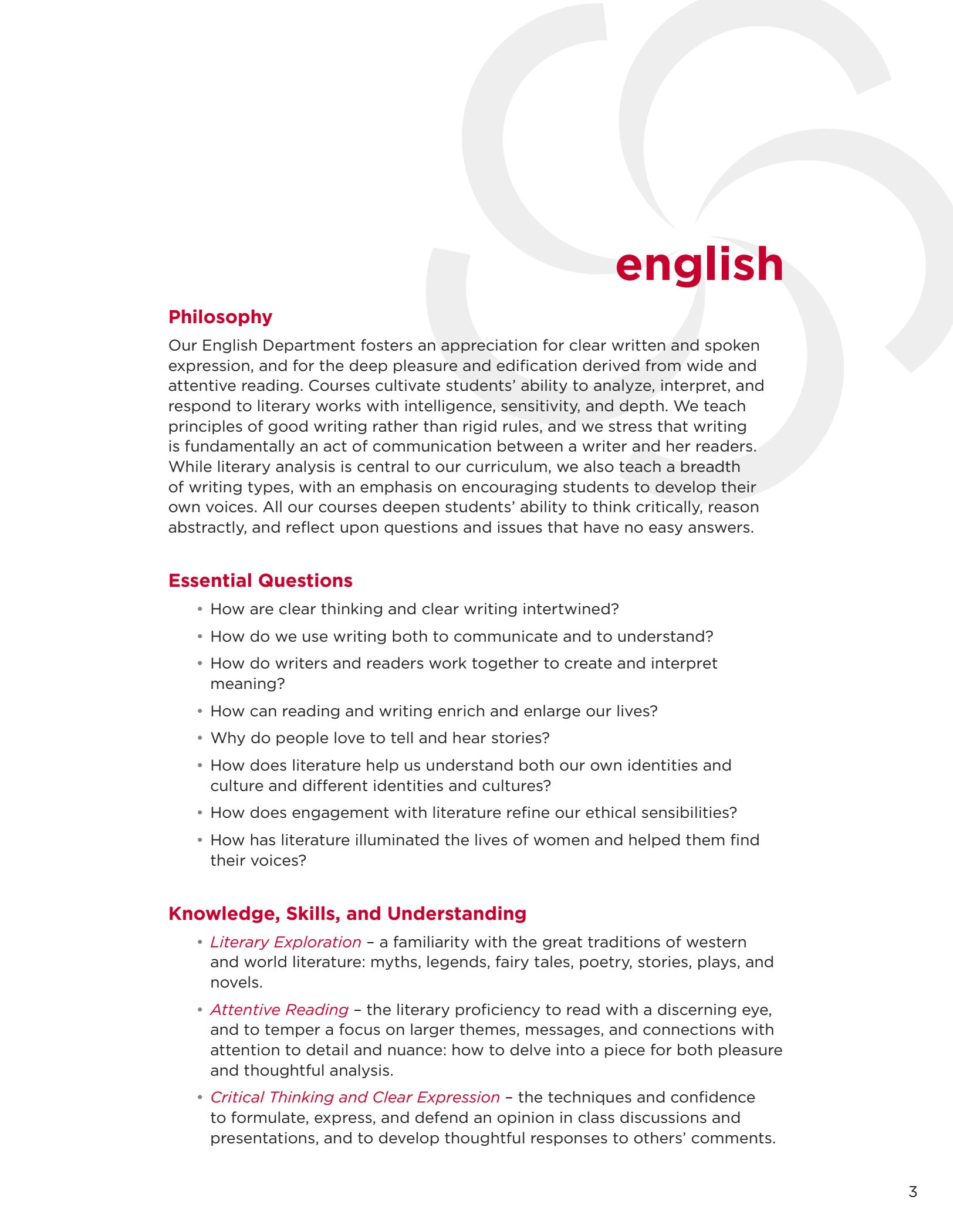
Engineering I: The Design and

Science of Everyday Things

Engineering Sustainable

Solutions

For more information on individual courses, please visit our course catalog.



english

Philosophy

Our English Department fosters an appreciation for clear written and spoken expression, and for the deep pleasure and edification derived from wide and attentive reading. Courses cultivate students' ability to analyze, interpret, and respond to literary works with intelligence, sensitivity, and depth. We teach principles of good writing rather than rigid rules, and we stress that writing is fundamentally an act of communication between a writer and her readers. While literary analysis is central to our curriculum, we also teach a breadth of writing types, with an emphasis on encouraging students to develop their own voices. All our courses deepen students' ability to think critically, reason abstractly, and reflect upon questions and issues that have no easy answers.

Essential Questions

- How are clear thinking and clear writing intertwined?
- How do we use writing both to communicate and to understand?
- How do writers and readers work together to create and interpret meaning?
- How can reading and writing enrich and enlarge our lives?
- Why do people love to tell and hear stories?
- How does literature help us understand both our own identities and culture and different identities and cultures?
- How does engagement with literature refine our ethical sensibilities?
- How has literature illuminated the lives of women and helped them find their voices?

Knowledge, Skills, and Understanding

- *Literary Exploration* – a familiarity with the great traditions of western and world literature: myths, legends, fairy tales, poetry, stories, plays, and novels.
- *Attentive Reading* – the literary proficiency to read with a discerning eye, and to temper a focus on larger themes, messages, and connections with attention to detail and nuance: how to delve into a piece for both pleasure and thoughtful analysis.
- *Critical Thinking and Clear Expression* – the techniques and confidence to formulate, express, and defend an opinion in class discussions and presentations, and to develop thoughtful responses to others' comments.

Knowledge, Skills, and Understanding cont.

- *Linguistic Acumen* – the fundamentals of English grammar, vocabulary, punctuation, and correct usage, as well as literary terms and poetic devices.
- *Powerful Writing* – the specific skills and rhetorical strategies necessary to write effective analytical and persuasive papers, observational and descriptive pieces, informative compositions, expressive or personal essays, and imaginative works, and to both receive and incorporate feedback from teachers and peers. This includes the mastery of thesis statements, sentence variety, paragraphing, organization, evidence-based argumentation, grammar, usage, and punctuation.
- *A Love of Literature* – the necessary critical judgment and passion for a lifetime of reading for pleasure and edification.

COURSES

Middle School

English 6
English 7
English 8

Upper School

English I
English II
AP English Language/
Literature: American Voices

AP English Literature Seminars:

British Literature – the
Nineteenth Century
British Literature since
1900

Coming of Age

Contemporary World
Literature

The Family in Literature

Friends and Lovers

The Literature of Rebellion

Modern European
Literature

Poetry

Shakespeare

Short Fiction

Tragic Mode

For more information on individual courses, please visit our course catalog.

fitness & wellness

Philosophy

Our Fitness & Wellness Department believes that all students at Castilleja can achieve health and physical literacy and become self-directed critical thinkers who make decisions to live a healthy, active lifestyle. We create a developmentally appropriate curriculum in which diverse learners can safely challenge themselves to find balance, take risks, and explore roles, ideas, and activities. We model and instill a compassion for self and others, and a commitment to mindfulness and life-long learning. As competent, confident, and responsible leaders, students are empowered to effectively collaborate, problem-solve, and communicate when making choices and taking action for both personal and community health and fitness.

Essential Questions

- What movement skills are necessary for different physical activities, and how can I cultivate those skills?
- What can I do to maintain or enhance health and performance aspects of physical fitness?
- How can I use science to improve my fitness as well as my performance and learning of physical activities?
- What roles do cooperation, sportsmanship, and respect for individual differences play in physical activity experiences?
- What components of physical activity do I value, and how can I use them to express myself creatively?
- How can I make decisions and set goals that enhance my fitness and wellness?
- How and where can I access reliable health resources and analyze them to make informed choices about behaviors that will enhance my health?
- How can assertive communication skills help me develop a healthy lifestyle and healthy relationships?
- How can I be aware of changes and influences on my social, emotional, physical, intellectual, occupational, spiritual, and environmental wellness; consider my choices; and make decisions that are personally relevant in my pursuit of a more balanced and fulfilling life?
- How can I use what I have learned to contribute to a healthier local and global community?

Knowledge, Skills, and Understanding

- *Competency in Motor Skills and Movement Patterns* – an understanding of motor skills and movement concepts.
- *Understanding and Application of Fitness and Wellness Concepts* – the ability to identify, explain, and apply principles of fitness and wellness.
- *Ownership and Personal Responsibility* – the individual and social behavior that shows awareness and compassion for self and others in movement settings.
- *Appreciation for Physical Activity* – a love of exercise for its health benefits and personal challenges, self-expression, and social interaction.
- *Understanding of Fitness & Wellness Concepts* – awareness of concepts, principles, and strategies to improve health and performance; a recognition and analysis of internal and external influences on health behaviors; and a demonstration of the ability to access valid information, products, and services to enhance fitness and wellness.
- *Awareness of Interpersonal and Intrapersonal Dynamics* – the judgment to use decision-making and goal-setting skills to enhance personal wellness, as well as to both communicate and advocate for personal, family, and community wellness.
- *Personal Awareness* – attention by each girl to her personal wellness and to the behaviors that contribute to a more balanced and fulfilling life.

courses

Middle School

Fitness & Wellness 6

Fitness & Wellness 7

Fitness & Wellness 8

Upper School

Fitness & Wellness I

Fitness & Wellness II

history-social science

Philosophy

Our History-Social Science Department believes that a deep understanding of the past provides a sophisticated lens to understand the present and view the future. It seeks to inspire a love of learning in general and of the humanities in particular, all within a global context. It offers students required and elective courses appropriate to their developmental levels. It provides the basic courses in world and United States history as well as area studies, economics, international relations, political science, psychology, and philosophy. The department believes that Castilleja graduates should be well-versed in these history and social science disciplines and also be effective communicators. To that end, students have opportunities to practice their skills in critical thinking, thoughtful reading from a variety of sources, print and electronic research, analytical writing, and both formal and extemporaneous speaking.

Essential Questions

- How do time and place affect human history?
- What causes social change? How do societies reconcile tradition with innovation?
- What is the relationship between scarcity and abundance in political, economic, social, and cultural development?
- How do individuals and societies interact in conflict, cooperation, and influence?
- How have individuals and societies understood issues of human diversity (ethnicity, race, class, and gender) within their cultures?
- How do societies distribute power between the rulers and the ruled?
- What is the relationship between culture and art and the society that produces it?
- How does geography influence human history?
- How do societies change their environments?
- What are the roles and functions of belief systems, and how do they interact with the values and politics of a society?
- What are the roles, contributions, and challenges of women in human history?

Knowledge, Skills, and Understanding

- *Subject-Matter Expertise* – a working knowledge of world and United States history – including important themes, events, and historical questions – so girls may form connections to other social science disciplines.
- *Critical-Thinking Skills* – the scholarly judgment to compare, analyze, and evaluate primary and secondary sources, as well as to assess arguments' validity, question assumptions, and challenge interpretations of evidence.
- *Research and Analytical Techniques* – the investigative tools to pose an original question and to create a process to search for answers through researching, interviewing, analyzing, writing, documenting, and presenting results.
- *Understanding of Connections across Time and Place* – the conceptual foundation to compare and contrast societies and events, and to make connections across contexts; the vision to see dimensions of the present as outcomes of the past; and the tools to analyze historical patterns to prepare for the future.
- *Awareness of Change over Time and Causation* – the historical framework to understand and evaluate the elements of institutions and societies that endure despite differences in time and place, and the analytical toolkit to examine how change – whether incremental over time or rapid through specific events – has multiple causes.
- *Communicative and Collaborative Tools* – the interpersonal skills to use teamwork to investigate a historical issue and to present findings to a larger audience; the confidence to engage with historical subjects in a forum outside of school.
- *Historical Habits of Mind* – the application of historical concepts to decision-making beyond the classroom; the synthesis of coursework by each girl to help create a clear sense of identity as a woman, a family member, and a local, state, national, and global citizen.
- *Perspective on Humanity* – the historical and sociocultural mindset for each girl to cultivate empathy and understanding for the international community.

COURSES

Middle School

Ancient Civilizations 6
World History 7
American History 8

Upper School

Cultures and Civilizations
The Individual and Society
The American Political System
United States History Honors
AP United States History

History-Social Science Electives:

African Studies
Economics
European History I & II
International Relations
Modern East Asia
Philosophy
Psychology
Russian History
The Science and Politics of Gender

mathematics

Philosophy

Our Mathematics Department equips each girl with both the knowledge and the habits of mind to harness the power of mathematics. Courses emphasize the understanding of profound mathematical ideas and the development of key analytical skills in a supportive environment that encourages inquiry and engagement. At each level of mathematical exploration, the goal is for students to acquire broad mathematical proficiency, demonstrated by clear thinking, strategic inquiry, procedural agility, productive perseverance, and conceptual understanding. Through engaging in problem solving, discussions, activities, readings, and projects, students develop the habits of mind to become effective mathematical communicators, collaborators, and innovators in the 21st century.

Essential Questions

- What are the values and limitations of mathematical models?
- How is change represented, interpreted, and compared?
- Why is mathematics relevant?
- When is a mathematical argument valid?
- What is the interplay between the finite and the infinite?
- Where is the beauty in mathematics?

Knowledge, Skills, and Understanding

- *Critical Thinking and Problem Solving* – the identification and solution of applied mathematical problems by creating a logical structure for analyzing and synthesizing evidence.
- *Creativity and Innovation* – the recognition that mathematics is a creative endeavor which enhances previous knowledge by searching for patterns and discovering fresh insights.
- *Collaboration and Communication* – the use of abstract and quantitative reasoning to work both individually and collectively to construct viable arguments and to evaluate others' proposed solutions.
- *Technological Dexterity* – the skills to harness technology to gather information, analyze data, and communicate results.
- *Initiative and Self-Direction* – the tools to monitor, define, prioritize, and complete tasks independently (while balancing procedural and strategic goals) to solve mathematical problems.
- *Information and Media Literacy* – the search for sources of information, compilation of data, evaluation of evidence (including potential errors or bias), and use of results to explore significant questions about our world.

COURSES

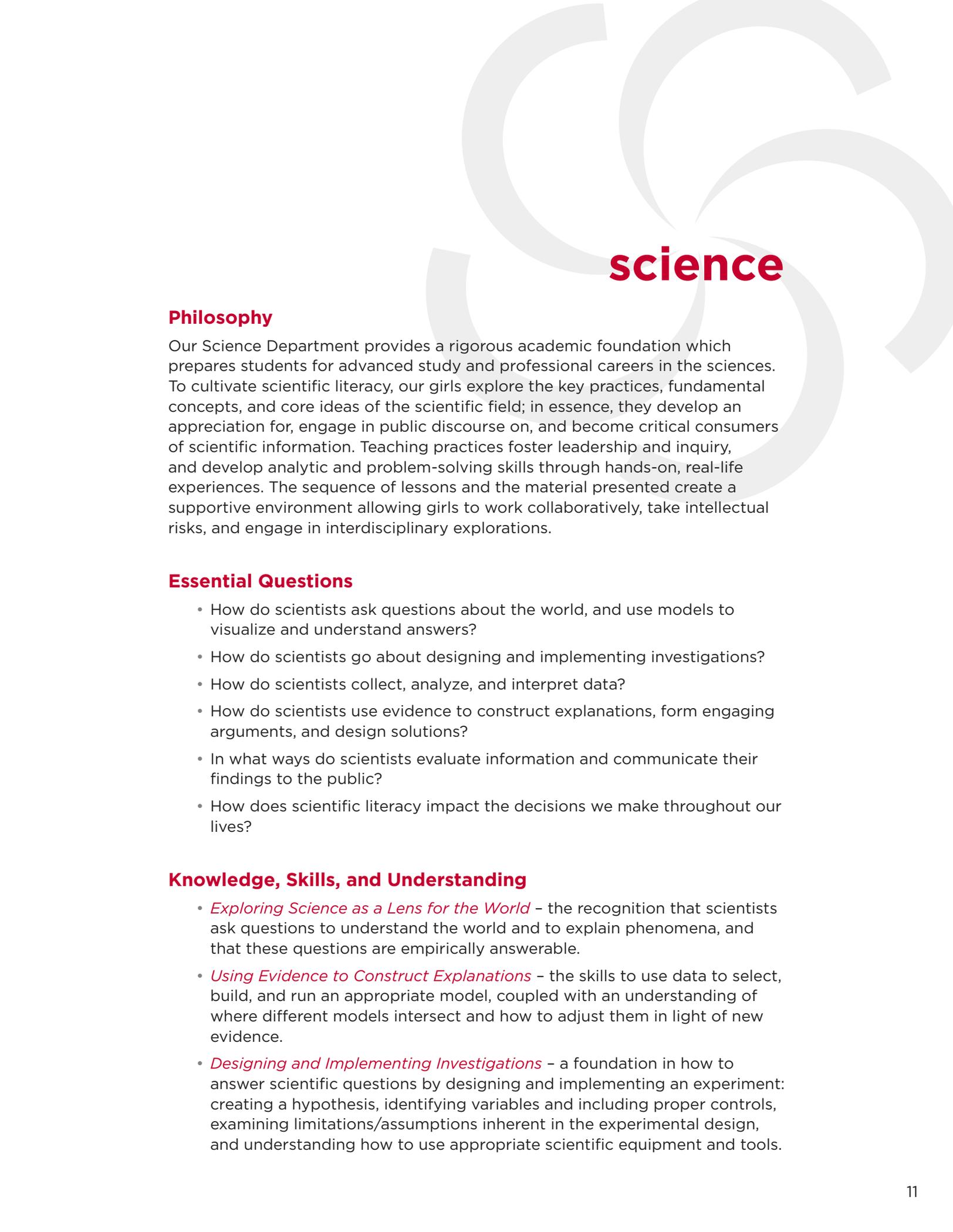
Middle School

Math 6
Pre-Algebra
Algebra I
Algebra I Honors

Upper School

Algebra II and Trigonometry
Algebra II and Trigonometry
Honors
Euclidean and Analytic
Geometry
Euclidean and Analytic
Geometry Honors
Introductory Calculus AB
Introductory Calculus BC
Honors
AP Calculus AB
AP Calculus BC
AP Calculus Theory
AP Statistics

Advanced Topics in
Mathematics: Linear Algebra
Advanced Topics in
Mathematics: Mathematical
Modeling
Advanced Topics in
Mathematics: Number Theory
Advanced Topics in
Mathematics: Probability



science

Philosophy

Our Science Department provides a rigorous academic foundation which prepares students for advanced study and professional careers in the sciences. To cultivate scientific literacy, our girls explore the key practices, fundamental concepts, and core ideas of the scientific field; in essence, they develop an appreciation for, engage in public discourse on, and become critical consumers of scientific information. Teaching practices foster leadership and inquiry, and develop analytic and problem-solving skills through hands-on, real-life experiences. The sequence of lessons and the material presented create a supportive environment allowing girls to work collaboratively, take intellectual risks, and engage in interdisciplinary explorations.

Essential Questions

- How do scientists ask questions about the world, and use models to visualize and understand answers?
- How do scientists go about designing and implementing investigations?
- How do scientists collect, analyze, and interpret data?
- How do scientists use evidence to construct explanations, form engaging arguments, and design solutions?
- In what ways do scientists evaluate information and communicate their findings to the public?
- How does scientific literacy impact the decisions we make throughout our lives?

Knowledge, Skills, and Understanding

- *Exploring Science as a Lens for the World* – the recognition that scientists ask questions to understand the world and to explain phenomena, and that these questions are empirically answerable.
- *Using Evidence to Construct Explanations* – the skills to use data to select, build, and run an appropriate model, coupled with an understanding of where different models intersect and how to adjust them in light of new evidence.
- *Designing and Implementing Investigations* – a foundation in how to answer scientific questions by designing and implementing an experiment: creating a hypothesis, identifying variables and including proper controls, examining limitations/assumptions inherent in the experimental design, and understanding how to use appropriate scientific equipment and tools.

Knowledge, Skills, and Understanding cont.

- *Collecting, Analyzing, and Interpreting Data* – the judgment to use appropriate tools and techniques to collect, represent, and report data, as well as the skills to identify patterns, avoid personal bias, identify sources of error, and fit a mathematical model to quantitative data.
- *Communicating Findings* – the framework to create concise, evidence-supported statements to share results with fellow scientists and the greater community.
- *Interpreting Media* – the critical thinking toolkit to become good consumers of scientific information, discern between peer-reviewed articles and popular media, and use scientific information to be informed voters and conscientious citizens.

COURSES

Middle School

Science 6 – Earth Science
 Science 7 – Life Sciences
 Science 8 – Physical Science

Upper School

Physics
 Physics Honors
 Chemistry
 Chemistry Honors
 Biology
 Biology Honors
 Advanced Topics in Biology:
 Genes, Development, and
 Evolution
 Advanced Topics in Chemistry:
 Equilibrium, Kinetics, and
 Thermodynamics
 Advanced Topics in Physics:
 Modern Mechanics
 Astronomy

The Biology and Economics of
 Cancer
 Biotechnology and Bioethics
 Engineering I: The Design and
 Science of Everyday Things
 Global Climate Change
 Human Physiology
 Introduction to Organic
 Chemistry and Biochemistry

For more information on individual courses, please visit our course catalog.

visual & performing arts

Philosophy

Our Visual & Performing Arts Department provides courses and cocurricular opportunities which challenge and encourage each student to develop her own understanding of and abilities in an array of arts disciplines: dance, theatre, film, music, and visual arts. Through both individual and collaborative project-based learning, students discover their life-long love for the arts while actively engaging in qualitative problem-solving, research, technology, and aesthetic literacy. Girls unite theory with application as they acquire their own personal aesthetic vision; we emphasize artistic skills, sustained practice, risk-taking, interdisciplinary exploration, global context, and etiquette and ethics. Creativity is native to all the arts and prepares students to be visionaries in the 21st century.

Essential Questions

- How does art inform and transform each community and the global human experience?
- How do historical context and personal expression inform creation, and who decides what “great” art is?
- What are the different elements and languages of art?
- What are perception, analysis, and criticism in the arts?
- What is the role of research, critical reflection, and refinement in the arts?
- How do people communicate through art and express themselves using the appropriate tools and technology?
- How do I work creatively and collaboratively with others?
- How can my artistic practice contribute to the world, and how do artists draw inspiration both from other artists and from the world around them?
- How do I take risks so as to grow as an artist?
- How do I continue my study of art outside of the classroom?
- How does immersion, sustained discipline, engagement, and plain hard work affect one’s appreciation, skill, and practice in the arts?

Artistic Sub-Disciplines

- Dance
- Film
- Visual Arts
- Theatre
- Music

dance

Philosophy

Through participation in dance classes at Castilleja, students learn a great deal more than exercises, steps, and choreography. They develop personal attributes and skills that easily transfer to other academic disciplines and careers, and function as important physical and mental life skills. Some of the qualities students acquire from participating in dance include:

- Self-esteem, positive image, and self-confidence;
- Concentration, critical thinking, and problem-solving;
- Movement assurance and risk-taking;
- Kinesthetic awareness and muscle memory;
- Auditory acuity (hearing and understanding music);
- The ability to articulate concepts, principles, and skills to others;
- The capacity to work creatively and cooperatively with their peers; and
- World-wide dance history, theory, and appreciation.

Essential Questions

- What is art, how does it imitate life, and why is dance an art form?
- How can movement express a thought, feeling, emotion, or story?
- What makes a dance piece or performance “effective?”
- How does dance meld body, action, space, time, and energy into a work of art?
- How can dance be used to express a culture’s values, beliefs, and “personality?”
- How can we use dance to communicate, educate, create social change, and emotionally move people?
- How do dancers collaborate and provide constructive feedback, both on the stage and behind the scenes?

Knowledge, Skills, and Understanding

- *The Global History and Roots of Dance* – a foundation in classical, modern, tap, jazz, and hip-hop dance, as well as an exploration of the defining characteristics of these different genres.
- *The Evolution of the Art Form* – a familiarity with how and why dance has changed over time.
- *The Language of Movement* – an understanding of how dance can be used to express a culture’s values, beliefs, and “personality.”
- *The Elements of Dance* – a proficiency in the ways body, action, space, time, and energy can be harnessed (both individually and collaboratively) to create the art of dance, as well as the methods through which the body can be used as a vehicle of expression.
- *The Art of Choreography* – harnessing the elements of dance to make a piece or performance “effective.”
- *The Influence of Dance* – an appreciation of dance’s power to express a thought, feeling, emotion, or story, and the tools to use dance to communicate, educate, create social change, and emotionally move people.
- *The Nexus between Technology and Dance* – the skills to integrate technology and media into dance to enhance the theme or goal of a piece.
- *The Logistics of Full-Scale Dance Productions* – an exposure to the behind-the-scenes mechanics of coordinating a theatrical performance, including technical theater skills such as lighting, sound, costuming, video, and multimedia, and also how to motivate and organize fellow artists while showcasing their talents.

courses

Middle School

Dance 6: Move It!
Dance 7: Dancing to the World’s Beat
Dance 8: Choreography

Upper School

Core Arts
Dance Production Workshop I
Dance Production Workshop II
Advanced Dance Production Workshop

theatre

Philosophy

In theatre classes at Castilleja, students experience many elements of theatre, including acting, costuming, lighting, scenic design, directing, dramaturgy, playwriting, and technical theatre. While exploring all these aspects of the art form, students in theatre courses also learn to:

- Appreciate an array of American and world dramatic literature;
- Take risks in a constructive, creative atmosphere;
- Enhance confidence and proficiency performing in public;
- Create designs through analysis and understanding of text;
- Work creatively and cooperatively with peers;
- Offer constructive critical feedback; and
- Apply their study of theatre to other disciplines.

Essential Questions

- Does art hold, as Shakespeare says, a “mirror up to nature,” or, as Brecht suggests, is art a “hammer with which to shape” nature? And what did Picasso mean when he said that “art is the lie which reveals the truth?” How do the answers affect the role theatre plays in society, both now and in the future?
- How does theatre throughout history influence what we see and perform today?
- How do we take words on a page and bring them to life through design and direction?
- How can theatre be a vehicle for self-expression?
- How does knowledge of theatre enhance experiences with other texts and other disciplines?

Knowledge, Skills, and Understanding

- *The Language of Theatre* – an understanding of the theatrical lexicon, and how to both create and analyze dramatic text.
- *The Elements of an Engaging Script* – the perspective to recognize how an audience interprets Character, Relationship, Objective, and Where, and how to use CROW, improvisation, and exercises to create believable scenes.
- *The Keys to Plot and Character Development* – the techniques to use voices and bodies to create convincing characters and realistic relationships, including to provoke a specific reaction in an audience.
- *The Components of Technical Theatre* – an exploration of behind-the-scenes skills in production elements such as designing and creating sets, props, and costumes; translating a vision for lighting into programming for the light boards; and publicizing a show.
- *The Art of Accepting Feedback* – the strength to both provide and receive prescriptive criticism, and the flexibility to use feedback to improve upon abilities as a performer.
- *The Fundamentals of Theatrical Collaboration* – the interpersonal toolkit to work both individually and collaboratively (both on stage and behind the scenes), and to balance the art of compromise with fulfilling an artistic vision.

COURSES

Middle School

Theatre 6

Theatre 7: Creating Characters

Theatre 8: Original One Act

Upper School

Core Arts

Theatre I

Theatre II

The Actor & Director

film

Philosophy

Castilleja film students in grades 8-12 learn how to “read” films as well as to understand the language and aesthetics of the medium. In addition, students experience the multiple aspects of film-making, including cinematography, directing, editing, and screenwriting. In learning about film and film-making, Castilleja students also discover how to:

- Take risks in a constructive, creative atmosphere;
- Work creatively and cooperatively with their peers;
- Provide prescriptive criticism;
- Gain confidence and proficiency in the use of cameras and editing software;
- Analyze and respond to an array of American and world films as an artistic and literary medium; and
- Apply their study of film to other disciplines.

Essential Questions

- What is the language of film and how does one “read” a film?
- How can film be a vehicle for self-expression?
- How and when do artists take risks with their work? How and when do they compromise?

Knowledge, Skills, and Understanding

- *The Lexicon of Film* – an understanding of the language of film, and the linguistic framework necessary to produce, interpret, and critique a piece.
- *The History of Film-making* – an overview of the roots of film-making, and an analysis of key films which have influenced the discipline.
- *The Context of Film* – an exposure to the social, historical, and cultural components of each film’s creation and interpretation.
- *The Arc of Film Production* – the skills to navigate both the technical and artistic components involved in creating a film, and the techniques to provoke a specific reaction in an audience.
- *The Art of Accepting Feedback* – the strength to both provide and receive prescriptive criticism, and the flexibility to use feedback to improve upon abilities as a filmmaker.
- *The Fundamentals of Film-making Collaboration* – the interpersonal toolkit to work both individually and collaboratively (both on camera and behind the scenes), and to balance the art of compromise with fulfilling an artistic vision.
- *The Interdisciplinary Characteristics of Film* – the analytical framework to make connections between film and other texts/disciplines.

COURSES

Middle School

Movietime 8: Lights! Camera! Action!

Upper School

Core Arts
Film I
Film II

music

Philosophy

At Castilleja, instrumental and vocal music students develop their understanding by singing, playing, reading, composing, and improvising repertoire in a wide variety of styles and genres. This includes using mixed modes, tonalities, rhythms, meters, and harmonies. Learning music both with and without notation encourages students to predict, which creates context, creativity, and continuity. Ensembles collaborate on repertoire selection and perform in the local and global communities. Music students:

- Explore the connection between music and other disciplines;
- Prepare for life-long music participation, engagement, and leadership;
- Use current music technology applications to complement individual and collaborative music-making; and
- Take risks in a positive learning environment.

Essential Questions

- What role does music play in the human experience? How do music and history influence each other?
- How can music be used to communicate and to connect with others?
- Why do people have different interpretations of the same piece? How does knowing a piece's context affect a listener's experience?
- What makes a piece of music, performance, composer, or musician enduring?
- What are the varying roles of leadership in an ensemble?
- How does musicianship translate to other subjects, professions, and fields?

Knowledge, Skills, and Understanding

- *The Essence of Music* – an overview of what music is, and what it means to be a musician; the ways in which composers and improvisers create music; and the roles musicians experience and encounter.
- *The Interaction between Musical Components* – an experiential understanding of how the basic elements of music (tonality, melody, harmony, form, instrumentation, texture, timbre, and rhythm) are combined in each work to create a mood or express an idea.
- *The Skills of Musicianship* – a foundation in how techniques for listening, composing, improvising, singing, playing, reading, and analyzing relate to musicianship, and how a discerning use of technology can enhance these key skills.
- *The Reciprocal Relationship between Culture and Music* – an overview of the socio-historical context in which different musical genres are embedded, and an understanding of how music both affects and is affected by society.
- *The Opportunity for Creativity and Self-Expression* – an appreciation of how different elements of music can be used to communicate thoughts and ideas as well as individuality and identity.
- *The Balance between the Individual and the Ensemble* – an exploration of how to learn music both independently and collaboratively, how to both provide and receive prescriptive feedback, and how an ensemble chooses a repertoire that is appropriate for its needs and goals.
- *The Applications of Music* – the confidence and expertise to harness music to have an impact on the local and global community.

courses

Middle School

Music 6: Experiencing Music
Music 7: Discovering the Joy of Music-Making
Music 8: Instrumental Chamber Music
Music 8: Show Choir

Upper School

Core Arts
Instrumental Music Workshop I
Instrumental Music Workshop II
Vocal Music Workshop I
Vocal Music Workshop II

Advanced Vocal Music Workshop
Honors Vocal Music

visual arts

Philosophy

Through the study of studio, historical, and critical practices in the visual arts, students become literate in the non-discursive languages of art. Our program emphasizes conceptual and imaginative thinking, as well as qualitative problem-solving. Through a broad range of projects, exhibits, and community activities, our students are challenged to engage with the larger world and to become critical consumers of visual media. Our courses support 21st century learning, including innovation, collaboration, and communication, by:

- Developing craft;
- Engaging and persisting;
- Envisioning;
- Expressing;
- Observing;
- Reflecting and revising/re-envisioning;
- Stretching and exploring; and
- Understanding the art world.

Essential Questions

- What is art, where is art, why make art, and who decides what art is?
- How does art inform and transform the human experience and the larger world?
- How can we both communicate and connect with the broader community and the human experience (across time and space) with art?
- How does art construct social identity?
- How can art translate concepts or ideas into tangible forms?
- What is the role of research, critical reflection, and refinement in artistic creation and appreciation? How can artists draw inspiration from the world around them – or from other artists or cultures – to influence their work and to inspire original designs?
- How can art contribute to the world and influence social change? What is artistic truth?

Knowledge, Skills, and Understanding

- *The Genesis of Art* – an exploration of the origins and history of art, the value of global artistic styles and traditions, and the contributions of major artists to their craft.
- *Artistic Elements and Principles* – an introduction to the language of art, including the fundamentals of artistic production (such as manipulation of the line, sphere, cone, pyramid, ellipse, and cube), and how to combine different tools and techniques to portray a subject, message, or feeling.
- *Techniques for Diverse Media* – an overview of how to engage with creative disciplines such as drawing, painting, photography, and ceramics.
- *Artistic Vision and Voice* – the perspective to recognize art as a vehicle for self-expression, and the discerning judgment to choose appropriate tools and techniques to convey a message.
- *Creative Confidence* – the artistic judgment and expertise to take risks with new works, pursue an artistic vision diverging from tradition, and develop multiple solutions to visual problems.
- *Portfolio Creation* – the knowledge and understanding to construct a unique portfolio using design principles for organization, including sensory, formal, expressive, and aesthetic qualities of the works.
- *Artistic Collaboration* – the interpersonal tools to work creatively with others in a common studio space, including both receiving and providing thoughtful feedback to refine and improve ideas.

COURSES

Middle School

Art 6: Explore and Create
Art 7: Exploring Form and Color
Art 8: Art, Fashion, and Print
Ceramics 8: An Introduction to Hand-Built Forms

Upper School

Core Arts
Ceramics: History and Making I
Ceramics: History and Making II
Design and Sculpture I
Design and Sculpture II
Drawing and Painting I

Drawing and Painting II
Photography I
Photography II
Advanced Visual Art
AP Studio Art (Drawing and Painting, Design, or Photography)

For more information on individual courses, please visit our course catalog.

world languages

Philosophy

Our World Languages Department educates girls to thrive in the culturally varied world of the 21st century, where competence in more than one language is essential for communicating with others, acquiring appropriate cultural understanding, and developing a global citizen's perspective on world issues. We place high value on what students can do in and with the languages they study in authentic, real-world settings. Because culture and language go hand in hand, our approach opens students to new thoughts and experiences that help them understand differing perspectives. Pedagogical approaches such as performance-based assessments, differentiated instruction, project-based learning, and collaboration beyond the classroom and across the globe prepare our students to investigate the world, communicate ideas, and take action using other languages.

Essential Questions

- **Language, Culture, and Global Citizenship:**
 - How does understanding the lives of others influence how I interact with the world?
 - How does learning a foreign language help me develop a “global identity?” What does it mean on a personal level to be a “global citizen?”
 - How can I explore and describe cultures without stereotyping them?
 - How can I form authentic and respectful relationships with people whose language I am studying?
 - What does a country's cultural creation (literature, art, music, etc.) tell us about its history and peoples?
- **Linguistic Competence - Communication and Understanding:**
 - How do I learn how language works, and how the world's many languages are structured in different ways?
 - How do I move beyond thinking in English?
 - How can my linguistic competence help me connect to a foreign culture?
- **Daily Life in a Foreign Country:**
 - How does experiencing life in a foreign country help me to re-examine practices in my own country (my own culture)?
 - How is daily life in a foreign country shaped by its cultural practices, religious beliefs, geography, and economics, and vice versa?
- **History, Politics, and Current Events:**
 - How do we learn about ourselves by studying the history of others?
 - How do we understand events in today's world and their impact on us?

Knowledge, Skills, and Understanding

- *Linguistic Acumen* – proficiency in the building blocks of language such as grammar, syntax, vocabulary, and pronunciation which are fundamental to expression.
- *Communication Skills* – the use of language to understand and interpret the spoken word and written text; to present information, concepts, and ideas; and to listen with understanding and empathy.
- *Contextual Understanding* – the perspective to recognize how geography, history, politics, and current events interrelate with language and culture, and the ability to appreciate each community’s artistic expressions and cultural practices.
- *Critical Thinking and Cultural Adaptation* – the skills to frame, analyze, and synthesize information to explore the world from multiple perspectives and to negotiate meaning across language and culture.
- *Creativity and Innovation* – the confidence and skills to serve as creators and innovators who respond to new and diverse perspectives while using language in imaginative and original ways.
- *Flexibility and Adaptability* – the ability to be open-minded learners and leaders who accept the ambiguity of language and take responsible risks while balancing diverse global perspectives and collaborating toward a common goal.
- *Informational Literacy* – the analytical toolkit and technological dexterity to access, manage, and effectively use sources of information to understand how media both reflect and influence language and culture.
- *Metacognitive Thinking* – the capacity of each girl to assess her own skills, examine her actions’ interpersonal and intrapersonal effects, and apply this information in new and novel situations.
- *Ubiquitous Learning* – the ethos of girls being informed global citizens who access, manage, and effectively use linguistic and cultural information in their daily lives.

courses

Middle School

Chinese:

Chinese IA
Chinese IB
Chinese I
Chinese II

French:

French IA
French IB
French I
French II

Spanish:

Spanish IA
Spanish IB
Spanish I
Spanish II

Upper School

Chinese:

Chinese I
Chinese II
Chinese III
Chinese IV
Advanced Topics in
Chinese: Language and
Literature
Advanced Topics in
Chinese: Chinese Seminar

French:

French I
French II
French III
French IV
AP French Language
Advanced Topics in French:
French Seminar

Spanish:

Spanish I
Spanish II
Spanish III
Spanish IV
AP Spanish Language
AP Spanish Literature
Advanced Topics in Spanish:
Spanish Seminar

Italian Culture and Language

