

FLINTRIDGE PREPARATORY SCHOOL

2011–2012

Information Bulletin

IN THIS BOOKLET

Flintridge Prep Profile	2	Catalog of Courses	8
Statistical Summary	3	Sports by Season	20
Admissions Examination (ISEE)	3	Clubs, Organizations & Community Service	21
School Calendar	4	Administration, Faculty & Staff	22
Curriculum	5	Tuition & Fees	25
College Counseling	6	Financial Aid	26
College Placement	7	Directions & Parking	27

Flintridge Prep Profile

Flintridge Preparatory School
4543 Crown Avenue
La Cañada Flintridge, California 91011

818.790.1178
Fax: 818.952.6247
www.flintridgeprep.org
CEEB: 052375

Peter H. Bachmann
Headmaster

G. Arthur Stetson
Director of Admissions

Vanessa Walker-Oakes
Director of College Counseling

TYPE OF SCHOOL

Flintridge Preparatory is a nonprofit, coed, independent college preparatory day school for grades 7–12. Founded in 1933, it is located in La Cañada Flintridge at the base of the San Gabriel Mountains. School facilities include a performing arts center, a science/cultural center, three classroom buildings, an administration building, a full-size gymnasium, a six-lane swimming pool, a large playing field for sports, and a new two-story library and campus center that includes a college counseling center, a computer lab, food services and spaces for individual and group study.

ACCREDITATION

Flintridge Prep is a charter member of the Western Association of Schools and Colleges, accredited for a six-year term through June 2016. It holds memberships in the California Association of Independent Schools, the National Association of Independent Schools, the College Entrance Examination Board, the National Association for College Admission Counseling, the Western Association of College Admission Counseling, the Cum Laude Society and the Educational Records Bureau. Flintridge Prep complies with the National Association for College Admission Counseling's Statement of Principles of Good Practice. It also participates in A Better Chance, American Field Service, the Independent School Alliance for Minority Affairs and the Los Angeles Independent School College Counselors.

ADMISSIONS AND ENROLLMENT

500 in grades 7–12; 96 seniors. Admission is selective. There are 51 spaces in grade 7 and 55 spaces in grade 9. A few spaces in other grades become available occasionally.

FACULTY

66 degreed faculty members; 39 have masters and 3 have doctoral degrees.

GRADES/RANK

Semester system, four grading periods per year with grades recorded at the end of each course. A year course yields 1 unit in that subject. Students normally take 5 units each year. Class periods are 43 minutes long and meet 5 times per week. Physical education is required through the sophomore year.

Students are not ranked. GPA is based on all course work except PE. Grading consists of A/excellent, B/good, C/adequate, D/serious difficulty, F/unwilling to make an effort to progress. C grades and above are college recommending; D is passing, but not college recommending.

GRADUATION REQUIREMENTS

4 years of English, 3 of Math, 3 of World Languages, 3 of History, 2 of Lab Science and 2 units of Fine Arts. Community service is required at each grade level.

Statistical Summary

CLASS OF 2011

104 seniors: 100% were admitted to four-year colleges or universities.

CLASS OF 2011

SAT Scores	Mid-50% Range
Critical Reading	620–670
Math	630–730
Writing	660–750

CLASS OF 2011

SAT Subject Tests	Mid-50% Range
Math Level 2	640–760
Biology–Ecological	630–690
Biology–Molecular	630–740
Chemistry	690–740
U.S. History	590–730
Spanish	630–710
Literature	570–700

ADVANCED PLACEMENT

In May 2011, a total of 266 sophomore, junior and senior students took 591 AP exams in 18 subjects. 93% earned a score of 3 or better. For the Class of 2011, 28 students were named AP Scholars with Honor, 73 were named AP Scholars with Distinction, and 17 were named National Scholars. 87% of all students in grades 10–12 participated in the Advanced Placement testing program. The school average AP score was 4.09.

NATIONAL MERIT RECOGNITION

Class of 2011: 24 Commended Scholars; 3 Finalists; 3 National Hispanic Scholars.

Class of 2010: 20 Commended Scholars; 9 Finalists; 2 National Achievement Finalists (for African-American students); 5 National Hispanic Scholars.

Admissions Examination (ISEE)

THE PASADENA CONSORTIUM

As educators, we are concerned about the pressure on the student which results from multiple testing for admission to independent schools. To help ease that pressure, a consortium of Pasadena area independent schools has joined with the Educational Records Bureau (ERB) to provide a common admissions testing program. The consortium includes Alverno High School, Chandler School, Clairbourn School, **Flintridge Preparatory School**, High Point Academy, Maranatha High School, Mayfield Junior School, Mayfield Senior School, Polytechnic School and Westridge School.

INDEPENDENT SCHOOL ENTRANCE EXAMINATION

Students who seek admission to schools in the consortium must take the ERB Independent School Entrance Examination (ISEE). By doing so, students need to test only once at a convenient location and have the scores sent to the schools to which they apply.

Though the test requires three hours and is a timed test, students will find that they have adequate time to complete most sections. Two short breaks are programmed into the test format. The enclosed ISEE Student Guide will provide an introduction to the test, information on how to register your child for the test, representative test questions, and a registration form.

PLEASE NOTE:

1. Students must register in advance for the test.
2. Be sure to designate by code number on the registration form those schools you want to receive the scores.
3. Students may test at any site listed in the ISEE Student Guide booklet. Each location is a test site for all schools in the consortium. Students need not be applying to the school where they choose to test.
4. Students can test only once during a six-month period.
5. No other admissions-related activities take place on the day of the testing.
6. The results of the tests will be sent to the schools designated on your ISEE registration form and to the families as soon as the tests have been scored.
7. The test site school will not receive your test scores unless you have encoded that school's ID number on your application form.
8. Students should not require any special preparation because the ISEE is a standardized test similar to tests which students take regularly in their present schools.

The Pasadena Consortium emphasizes that test scores are only one factor in the evaluation of the suitability of a particular school for a student.

School Calendar

2011–2012

SEPTEMBER 2011

7	Wed	First day of classes
28	Wed	Rosh Hashanah begins at sundown

OCTOBER

1	Sat	SAT
3–7	Mon–Fri	7th grade trip
7	Fri	Yom Kippur begins at sundown
10	Mon	Columbus Day holiday
12	Wed	PSAT
31–Nov 4	Mon–Fri	9th grade trip

NOVEMBER

5	Sat	SAT
14	Mon	Veterans Day holiday for students; faculty in-service
24–25	Thu–Fri	Thanksgiving holiday

DECEMBER

3	Sat	SAT
4	Sun	Open House
10	Sat	ISEE testing
17–Jan 2	Sat–Mon	Winter break

JANUARY 2012

3	Tue	Classes resume
16	Mon	Martin Luther King, Jr. holiday
26–27	Thu–Fri	Semester break
28	Sat	SAT

FEBRUARY

20	Mon	Presidents Day holiday
----	-----	------------------------

MARCH

3	Sat	SAT
5	Mon	Holiday for students; faculty in-service
26–30	Mon–Fri	Spring break

APRIL

2	Mon	Classes resume
6	Fri	Good Friday; school closed
10	Tue	10th grade retreat

MAY

5	Sat	SAT
10	Thu	Last day of senior classes
16–17	Wed–Thu	11th grade retreat
28	Mon	Memorial Day holiday

JUNE

2	Sat	SAT
2	Sat	Baccalaureate
3	Sun	Commencement
18	Mon	Summer School begins

Curriculum

In grades 10–12, honors and college prep sections are offered. Honors courses (H) cover extended content and require more work than standard courses. Advanced Placement courses (AP) are available in French, Spanish, United States History, United States Government, Art History, Statistics, Physics, Music Theory, Studio Art, Calculus and Computer Science. All students enrolled in AP classes take the AP exam; the majority of students enrolled in honors classes also sit for AP exams.

ENGLISH

Literature, grade 7
Composition, grade 7
English, grade 8
English I, grade 9
English II: American Literature/
Composition
English III: British Literature/
Advanced Composition (H)
English IV (all Honors): *
The American Identity
The Bible as Literature
The City in Literature
Contemporary Fiction
Dramatic Literature
Film and Literature
Language, Style and Sounds in
Modern American Poetry
Literature in Translation
Literature of Dissent
Shakespeare
Short Story
Writing Fiction in Modern Times

MATHEMATICS

Pre-Algebra
Algebra I
Plane Geometry
Algebra II with Trigonometry
Computer Skills
Introduction to Programming *
Advanced Programming in C++ *
Precalculus **
Calculus
Calculus AB (AP)
Calculus BC (AP)
Multivariable Calculus and
Differential Equations
Statistics
Statistics (AP)
Transition to College Mathematics
Web Design and Development *

HISTORY

Geography, grade 7
American History, grade 8
World History I, grade 9
World History II, grade 10
European History (H), grade 10
United States History, grade 11
United States History (AP), grade 11
American Government, grades 11–12
United States Government and Politics
(AP), grade 12
Art History (AP), grade 12
Grade 12: *
Charismatic Leaders: Historical Figures
Chinese Studies
Economics
Great Books Seminar (H)
History of Warfare
International Relations
Investments
Post-Colonial Africa
Psychology

SCIENCE

Life Science, grade 7
Earth and Space Science, grade 8
Physics and Chemistry, grade 9
Biology/Lab, grade 10 **
Chemistry/Lab, grade 11 **
Physics/Lab, grade 12 **
Physics C, Mechanics /Lab (AP), grade 12
Anatomy and Physiology/Lab, grade 12

WORLD LANGUAGES

Latin I, II, III, IV, V
French I, II, III, IV
French IV/V Language and Culture (AP)
Spanish I, II, III, IV
Spanish V (Conversation)
Spanish V (Service)
Spanish VI
Spanish Language (AP)
Spanish Literature (AP)

ARTS

Fine Arts, grades 7–8
Visual and Performing Arts, grade 9
Beginning and Advanced Ceramics,
grades 10–12
Beginning and Advanced Drawing and
Painting, grades 10–12
Beginning and Advanced Photography,
grades 10–12
Studio Art (AP)
Art History (AP), grade 12
Beginning and Advanced Chorus,
grades 10–12
Dance (Beginning, Intermediate and
Advanced), grades 10–12
Drama I, grade 9
Drama II, grades 10–12
Drama III, grades 10–12
Drama IV, grades 11–12
Jazz Ensemble, grades 10–12
Music Theory (AP), grades 11–12
Orchestra, grades 10–12
Stagecraft: Art, Science and Practice,
grades 10–12

PHYSICAL EDUCATION

All students, grades 7–10
Sports Medicine, grades 11–12

(H) Honors

* ½ credit courses

** Honors courses also offered

This list reflects curriculum that has been offered over the last five years. Please visit academics.flintridgeprep.org for a current list of course offerings.

College Counseling

The goal of the college counseling program is to assist students in the discovery and selection of an appropriate college or university that will offer the best opportunity for continued intellectual challenge and personal growth. The college counseling process helps students identify their strengths and weaknesses and encourages them to become active participants in choosing a college well-suited to their needs.

The academic curriculum at Flintridge Prep includes a full complement of challenging and interesting classes that prepare students for attendance at the most selective colleges in the nation. Prep's graduation requirements exceed the subject requirements for the University of California. A yearly appraisal of each student's composite performance determines if that student will be recommended for placement in honors and Advanced Placement classes.

The college counseling process spans three years beginning with the practice test of the Preliminary Scholastic Assessment Test (PSAT) in October of the student's sophomore year. Because this test is designed to be taken in the junior year, the purpose of taking it in the sophomore year is to introduce students to the test in hopes of relieving potential anxiety. The results of the test in the sophomore year are neither predictive nor diagnostic. In January, sophomores and their parents attend a "College Night," which introduces the college options available and encourages students to plan for the future by focusing on the present.

At the end of the sophomore year, faculty and the college counselors encourage some students to take Advanced Placement tests and SAT Subject Exams.

Students take the PSAT again in the fall of their junior year. The results determine eligibility for the National Merit Scholarship Corporation (NMSC) competition and allow students another opportunity to practice for the spring SAT. National Merit recognition of test takers who score in the top 1% nationally may help those students qualify for scholarships. For juniors, the results of the PSAT can be useful in helping students identify academic strengths and weaknesses in preparation for the spring SAT.

In February, juniors and their parents attend Prep's "College Night," which introduces the college guidance calendar and answers questions about the college selection and application process. Each junior schedules an appointment with one of the college counselors, during which time suggestions for colleges to research are made based on information provided by the student and the parents. Parents are welcome to set up an appointment with the counselors during the spring as well. During the spring semester all juniors are scheduled into a weekly College Counseling 101 class in which a variety of timely topics are discussed: preparing for the admissions interview, writing the college essay, researching colleges and developing time management skills. All juniors take the SAT and SAT Subject tests, and

many will take Advanced Placement exams. In April, Prep juniors and their parents join students and parents from other area independent schools for a Case Studies Workshop run by Deans of Admissions from colleges across the nation.

Seniors enjoy the opportunity to meet with more than 80 college admission representatives who visit Prep each fall in an effort to recruit our students to their schools. All seniors are scheduled into a weekly college counseling class in which timely topics are discussed. Seniors meet with the college counselors to finalize college application plans and to work with them on their applications and essays. Students are encouraged to retake any of the SAT tests if they wish to improve their scores. The college counselors and the faculty write senior recommendations that differentiate each student from other applicants in the admissions process.

Prep's college counseling program is designed to maximize a student's college choices and to minimize the stress that often accompanies this process. The college counselors are always available to juniors and seniors throughout their search process and a cooperative approach by the student, the parents and the counselors is encouraged.

College Placement

Prep students from the Classes of 2009–2011 are enrolled at:

Amherst College	Kenyon College	U.S. Air Force Academy
Barnard College	Lake Forest College	University of Arizona
Beloit College	Lewis & Clark College	University of California, Berkeley
Boston College	Linfield College	University of California, Davis
Boston University	Loyola Marymount University	University of California, Irvine
Bowdoin	Macalester College	University of California, Los Angeles
Brown University	Marymount Manhattan	University of California, Riverside
Bryn Mawr College	Massachusetts Institute of Technology	University of California, San Diego
Cal Poly, Pomona	Mount Holyoke	University of California, Santa Barbara
Cal Poly, San Luis Obispo	New York University	University of California, Santa Cruz
California Institute of Technology	Northeastern University	University of Chicago
California State University San Marcos	Northwestern University	University of Colorado, Boulder
Carnegie Mellon University	Oberlin College	University of La Verne
Chapman University	Oberlin Conservatory	University of Miami
Claremont McKenna College	Occidental College	University of Michigan
Clark University	The Ohio State University	University of North Carolina, Chapel Hill
Clemson University	Pepperdine University	University of Pennsylvania
Colgate College	Pitzer College	University of Puget Sound
Colorado College	Pomona College	University of Redlands
Columbia University	Princeton University	University of San Diego
Cornell University	Rhode Island School of Design	University of San Francisco
Dartmouth College	Sacred Heart University	University of Southern California
Davidson College	Santa Clara University	University of Texas, Austin
Dickinson College	Scripps College	University of the Pacific
Elon University	Skidmore College	University of Virginia
Emerson College	Soka University	University of Washington
Emory University	Southern Methodist University	Vanderbilt University
Eugene Lang/The New School for Liberal Arts	Spelman College	Vassar College
Fordham University	Stanford University	Virginia Tech University
George Washington University	Swarthmore College	Washington University
Georgetown University	Texas Christian University	Yale University
Hampton University	Trinity College	
Harvard University	Trinity University	
Harvey Mudd College	Tufts University	
High Point University	Tulane University	
Hillsdale College		
Johns Hopkins University		

Catalog of Courses

Department of English

GRADES 7–8

All 7th and 8th graders take a prescribed set of courses. In the 8th grade, students will add to their curriculum one of the three foreign languages offered at Prep.

REQUIREMENTS FOR DIPLOMA, GRADES 9–12

The normal distribution pattern to qualify for the diploma of graduation:

English	4 units
Mathematics	3 units
History	3 units, one of which must be U.S. History
Science	2 units of laboratory science
World Languages	3 units (students may test in at level 2 or 3)
Fine Arts	2 units (1 unit in Fine Arts must be completed prior to sophomore year.)

A year course yields 1 unit in that subject. Full-year courses that meet three days a week are designated as half-credit courses.

Students are expected to take 5 units each year which will include the distributional requirements listed above.

Physical Education is required through the sophomore year. No one can be excused from Physical Education except for medical reasons or membership on a team.

NOMENCLATURE DESIGNATIONS FOR COURSES

Some courses of an advanced nature are labeled to indicate the academic level as follows:

Advanced Placement Course (AP): A course designed to follow the syllabus recommended for preparation for the CEEB AP Examination given in May.

Honors Course (H): A course covering extended content and requiring more work than does the standard course. All 11th and 12th grade English Department courses are designated as Honors. Qualified students are encouraged to take the AP examination.

This list reflects curriculum that has been offered over the last five years. Please visit academics.flintridgeprep.org for a current list of course offerings.

7TH GRADE LITERATURE

Serving as an introduction to the skills of literary interpretation, this course emphasizes the basic concepts of literary analysis such as plot structure, characterization, setting and theme.

7TH GRADE COMPOSITION

This course provides a structured introduction to narrative, illustrative and expository writing. Focusing on sentence-level and paragraph-level developmental skills, instruction emphasizes the relationships among composition, vocabulary and grammar. The course combines traditional methods with current composition theory in an effort to encourage and foster the student's enthusiasm for writing.

8TH GRADE ENGLISH

This course prepares the student for high school courses in literary analysis. There is detailed discussion of symbolism, theme, figures of speech and other literary devices. The composition aspect of this course extends beyond the sentence and paragraph level to consider the essay as a whole. Writing instruction emphasizes more sophisticated techniques of narration, illustration and exposition and continues to include vocabulary and grammar study. Opportunity for group projects, oral presentations and content oriented compositions is provided.

ENGLISH I

9TH GRADE; 1 UNIT

This course builds the foundation of basic skills in English. Students analyze texts in a variety of genres and media, refining their composition skills in

both expository and creative writing assignments. The curriculum also stresses both grammar and vocabulary.

AMERICAN LITERATURE/ COMPOSITION

10TH GRADE; 1 UNIT

This survey course in American literature features analysis of a variety of reading experiences including short stories, novels, poems and plays. Class discussion prepares the student for literature-based composition assignments employing analytical techniques. The mastery of the five paragraph expository essay is an additional objective of this course. Techniques of self-evaluation and revision are emphasized.

BRITISH LITERATURE/ ADVANCED COMPOSITION (H)

11TH GRADE; 1 UNIT

This course studies significant British fiction, plays and poetry, and emphasizes composition, vocabulary and grammar skills. Structure, elements of style, diction and syntax are explored extensively. Writing assignments are given in conjunction with class lectures and discussions of literary analysis and criticism. Time will also be allotted for SAT preparation and review. This course prepares students to take the Advanced Placement exam.

THE AMERICAN IDENTITY

12TH GRADE; 1/2 UNIT

This class is a college lecture style course that is mandatory for seniors. The focus is America, 1945–the present. Key themes include America’s search for a new role in world affairs, the efforts of particular groups, such as women and minorities, to enhance their identity and the individual search for personal identity. Students will attend three lectures, allowing them

to become accustomed to large lecture courses, and one classroom session per week.

THE BIBLE AS LITERATURE (H)

12TH GRADE; 1/2 UNIT

The course examines the Biblical narratives from within a variety of literary and historical frameworks. Readings are drawn from the Old and New Testaments, as well as the Apocrypha. Biblical narratives are discussed in terms of recurring, or archetypal, literary themes such as free will, the existence of evil, the nature of redemption and the politics of rebellion. Close readings form the core of the course as well as references to familiar texts (e.g. *The Grapes of Wrath*, *Beowulf*, *Macbeth*, *Paradise Lost*) indebted to Biblical narratives.

PREREQUISITES: 10TH GRADE AMERICAN LITERATURE/COMPOSITION AND 11TH GRADE BRITISH LITERATURE/ADVANCED COMPOSITION.

COURSE NOT OFFERED THIS ACADEMIC YEAR.

THE CITY IN LITERATURE (H)

11TH & 12TH GRADES; 1/2 UNIT

Throughout its relatively brief history as a “modern city,” Los Angeles has been both the center and the subject of a wealth of culture and artistry. The class explores the rich, urban experience of Los Angeles through fiction, fact and film. This class is an active, curious, hands-on history of place. Course activities include personal memoirs, L.A.-based field studies, history and architecture-based walking tours and guest speakers on everything from food in L.A. to our troublesome socio-political past. Students will read a variety of fiction and nonfiction texts.

CONTEMPORARY FICTION (H)

11TH & 12TH GRADES; 1/2 UNIT

Students analyze fiction written in the past half-century, examining the philosophical and historical contexts which produced these works. Variations

on this course include Contemporary American Fiction, Fantastic Fiction, The Beat Generation and The Alien in Science Fiction. Students write critical essays in response to readings.

DRAMATIC LITERATURE (H)

11TH & 12TH GRADES; 1/2 UNIT

Students read a wide range of plays from ancient Greece to the present, examining the evolution of drama as a literary genre. Through discussion, analytical essays, creative writing and performance projects, the class explores changing theatrical representations of reality throughout history.

COURSE NOT OFFERED THIS ACADEMIC YEAR.

FILM AND LITERATURE (H)

11TH & 12TH GRADES; 1/2 UNIT

Film and Literature is an intensive analytical course that aims to deepen and broaden the student’s ability to interpret texts and write expository essays by studying film as a literary work and discussing the relationship between film and literature as a narrative media. Students will analyze both a literary work and its film adaptation to study how literary works are translated from the verbal to the visual. The core of the course is founded in group discussion and writing critical essays about literature and film.

LANGUAGE, STYLE AND SOUNDS IN MODERN AMERICAN POETRY (H)

12TH GRADE; 1/2 UNIT

This course samples innovative American poetic modes and forms employed over the past century. The course stresses the individual poems—how they look, sound, communicate and “behave.” Discussions, interpretive readings and written assignments emphasize both the craft of writing poetry and the discipline of reading it with appreciation and understanding.

COURSE NOT OFFERED THIS ACADEMIC YEAR.

LITERATURE IN TRANSLATION (H)

12TH GRADE; 1/2 UNIT

Significant novels of other cultures are studied in the context of political and social philosophies. Russian, French and Spanish authors will constitute the basis of this class. Students are required to write critical papers in conjunction with the reading. This course requires the permission and/or recommendation of the faculty involved.

COURSE NOT OFFERED THIS ACADEMIC YEAR.

LITERATURE OF DISSENT (H)

11TH & 12TH GRADES; 1/2 UNIT

Through readings in different genres, the student will examine various voices of dissent that proclaim the value of individualism over conformity, freedom above security and the search for self over the acceptance of traditional social roles.

COURSE NOT OFFERED THIS ACADEMIC YEAR.

SHAKESPEARE (H)

12TH GRADE; 1/2 UNIT

This course deals with the author's historical, tragic and comedic plays, as well as his sonnets. Students will write critically, demonstrating a clear understanding of Shakespearean themes and conventions. This course requires the permission and/or recommendation of the faculty involved. Certain sections will be designated honors.

SHORT STORY (H)

11TH & 12TH GRADES; 1/2 UNIT

Students study the short story along with its particular requirements as a genre. Modern American and British authors are considered as well as foreign authors in translation. Students write critical and creative papers in conjunction with the reading.

COURSE NOT OFFERED THIS ACADEMIC YEAR.

WRITING FICTION IN MODERN TIMES (H)

12TH GRADE; 1/2 UNIT

Students read, analyze and discuss the very recent work of major American short story writers. The course focuses mainly on authors whose collections have been published between 1996 and the present (Johnson, Diaz, Proulx, Chaon, Lahiri, Lopez, and others) as well as work newly published in both traditional and avant-garde publications from the *New Yorker* to *McSweeney's*. Discussion and analysis focus on craft and structure as well as how contemporary writing reflects the state of our world and how these issues mirror those facing the student. Through completion of a portfolio of writing exercises based thematically and/or stylistically on the works studied, students produce fiction of their own.

COURSE NOT OFFERED THIS ACADEMIC YEAR.

Department of Mathematics

PRE-ALGEBRA

7TH GRADE

This course involves review of arithmetic, stressing the development of skills in mental arithmetic, estimation and approximation, the structure of number systems, numerical introduction to algebraic manipulations, introduction to algebraic symbols, the use of calculators for problem solving and the collection and analysis of data. This is a lab course using green energy experiments to initiate the learning of Pre-Algebra topics.

ALGEBRA I

7TH–9TH GRADES; 1 UNIT

This first course in algebra covers the properties of a number field, linear and quadratic relations, radicals, factoring, inequalities and absolute values. The emphasis is balanced so that students

are presented fundamental concepts and basic theory enabling them to manipulate algebraic expressions and perform algebraic modeling.

PLANE GEOMETRY

8TH–10TH GRADES; 1 UNIT

This course introduces logic and uses it to present the structure of Euclidian Geometry in the plane. Topics covered are congruence, similarity, parallelism, transformations, and selected non-Euclidian geometries. Extensive use of Geometer's Sketchpad will be applied.

PREREQUISITE: ALGEBRA I.

ALGEBRA II WITH TRIGONOMETRY

9TH–11TH GRADES; 1 UNIT

This intermediate level course extends to a more mature level than the material covered in Algebra I through ordered field properties, inequalities, rational number systems, complex number systems, radicals, exponents and logarithms, systems of quadratics, statistics, trigonometric graphs, matrices and conic sections. Stress is placed upon world problems and algebraic modeling. Graphing calculators are required.

PREREQUISITES: ALGEBRA I AND GEOMETRY.

COMPUTER SKILLS

9TH GRADE; 1/2 UNIT

First semester starts out with topics such as word processing, spreadsheet use and charting data using the Microsoft Office suite: we then move into additional application use. This section will cover designing presentations and good presentation techniques in PowerPoint, personal safety and netiquette on the internet, fundamental concepts in networking and file management, and basic image manipulation using the Adobe Creative suite. Other topics include basic HTML coding and webpage design, and ethical and societal issues related to computing are integrated throughout all sections.

INTRODUCTION TO PROGRAMMING

11TH & 12TH GRADES, FALL SEMESTER;
1/2 UNIT

This semester-long course introduces the student to the C++ language and the fundamental concepts and constructions of programming, including data structures, variables and flow of control. Skills taught include problem analysis, naming conventions and good coding techniques.

PREREQUISITE: ALGEBRA II.

COURSE NOT OFFERED THIS ACADEMIC YEAR.

ADVANCED PROGRAMMING IN C++

11TH & 12TH GRADES, SPRING SEMESTER;
1/2 UNIT

This semester-long course investigates advanced concepts in C++ programming, with a strong emphasis on object-oriented analysis and design, building on the foundational skills learned in the first semester course. In addition to object-oriented programming and advanced algorithms such as searches and sorts, the course stresses a requirements-driven development process and teaches the skills necessary to work within a development team.

PREREQUISITE: INTRODUCTION TO PROGRAMMING IN C++ OR DEMONSTRATED MASTERY OF THE REQUIRED C++ SKILL SET.

COURSE NOT OFFERED THIS ACADEMIC YEAR.

PRECALCULUS

10TH–12TH GRADES; 1 UNIT

This precalculus course covers circular and trigonometric functions, parametric equations, polar equations, vectors, complex numbers, exponential and logarithmic functions, rational functions, conic sections, sequences, series, limits, determinants, matrices and topics from probability and statistics. Graphing calculators are required.

PREREQUISITES: ALGEBRA II AND THE RECOMMENDATION OF THE FACULTY INVOLVED.

CALCULUS

11TH & 12TH GRADES; 1 UNIT

An introductory course in Calculus that includes the study of derivatives, integrals and their applications.

Not intended as preparation for the Advanced Placement exam. Graphing calculators are required.

PREREQUISITE: PRECALCULUS AND THE RECOMMENDATION AND PERMISSION OF THE FACULTY INVOLVED.

CALCULUS AB (AP)

11TH & 12TH GRADES; 1 UNIT

This course prepares the student for the Advanced Placement examination in Calculus (AB version) and for calculus courses on the college level. It includes material on functions and graphs, limits, continuity, differential calculus and integral calculus. Graphing calculators are required.

PREREQUISITE: PRECALCULUS AND THE RECOMMENDATION AND PERMISSION OF THE FACULTY INVOLVED.

CALCULUS BC (AP)

11TH & 12TH GRADES; 1 UNIT

This course prepares the student for the Advanced Placement examination in Calculus (BC version) and for calculus courses on the college level. In addition to all the topics covered in Calculus AB (AP), this course includes material on vectors, parametric and polar functions, differential equations, sequences and series and advanced integration techniques. Graphing calculators are required.

PREREQUISITE: CALCULUS AB AND THE RECOMMENDATION AND PERMISSION OF THE FACULTY INVOLVED.

MULTIVARIABLE CALCULUS AND DIFFERENTIAL EQUATIONS

12TH GRADE; 1 UNIT

This course picks up where the Calculus BC (AP) course left off. The study of differential and integral calculus, of limits and continuity, and of

applications of real-valued functions of a single variable extend naturally (and in some cases surprisingly) to vector-valued functions of a single variable and to real-valued functions of many variables. In addition to acquainting students with the particular subject matter of multivariable calculus, this course will also attempt to bridge the gap between Advanced Placement Calculus and college Calculus. Extensive use of the Maple Mathematical Modeling Program will be applied. An extensive development of algorithm design is achieved through the C++ programming language. Some students may elect to take the AP Computer Science exam.

PREREQUISITE: CALCULUS BC AND THE RECOMMENDATION AND PERMISSION OF THE FACULTY INVOLVED.

STATISTICS

11TH & 12TH GRADES; 1 UNIT

Students learn the fundamentals of statistics, including exploratory data analysis, probability, experimental design, sampling distributions, confidence intervals, tests of hypotheses and linear and non-linear regression. Computers are used to reinforce concepts and provide opportunities for data analysis. Graphing calculators are required.

PREREQUISITE: ALGEBRA II.

STATISTICS (AP)

11TH & 12TH GRADES; 1 UNIT

This course prepares students to take the Statistics Advanced Placement exam, covering the four main areas of the exam, including exploratory analysis of data (graphically and numerically), data collection techniques, probability and statistical inference. Extensive use of computer modeling will be applied. Graphing calculators are required.

PREREQUISITE: PRECALCULUS OR STATISTICS AND THE RECOMMENDATION OF THE FACULTY INVOLVED. STUDENTS WHO ARE SUCCESSFUL IN THIS COURSE WILL BE QUALIFIED TO TAKE THE ADVANCED PLACEMENT EXAM.

TRANSITION TO COLLEGE MATHEMATICS

11TH & 12TH GRADES; 1 UNIT

Problem solving and mathematics in the “real world” are featured in this course which emphasizes topics from finite and discrete mathematics. Applications from the liberal arts, social sciences and everyday life are brought together to bridge the gap between traditional high school mathematics and the more complex problems of college coursework.

PREREQUISITE: ALGEBRA II.

COURSE NOT OFFERED THIS ACADEMIC YEAR.

WEB DESIGN AND DEVELOPMENT

11TH & 12TH GRADES, FALL SEMESTER; 1/2 UNIT

This course teaches the basic skills of web page authoring and development. The course will cover basic HTML through the creation of forms and tables, and basic JavaScript for calculation and form validation, all written without the use of authoring tools. Advanced topics may include graphic optimization, creating pages with dynamic content and DHTML. Open to any student in grades 11 and 12.

COURSE NOT OFFERED THIS ACADEMIC YEAR.

Department of History

7TH GRADE GEOGRAPHY

In this course, students learn how space defines the human experience. During the first semester, the course focuses on global studies and current events. Students will study physical and human geography topics ranging from rain forest conservation in the Amazon to micro-entrepreneurship in Africa’s Sahel. During the second semester, the course shifts focus to the local history and geography of L.A. Students will study topics ranging from the water

wars of the early 1900s to the race riots of the early 1990s. Students will show their understanding of concepts by completing group and individual research projects: take-home essays, poster boards and oral presentations.

8TH GRADE AMERICAN HISTORY

This course covers the history of the United States from the American Revolutionary Era to the Twentieth Century with a focus on the following particular themes: geography, the Constitution, the Presidency, the Civil War and its aftermath, equality and America’s role in the twentieth century. Current events are discussed regularly in class. Emphasis is placed on developing oral, analytical and writing skills.

WORLD HISTORY I

9TH GRADE; 1 UNIT

A comprehensive survey of global history prior to 1500. The course probes historical events and trends of worldwide importance and highlights essential characteristics of the cultures and civilizations of Europe, Western and Eastern Asia, Africa and the Americas. This course will examine the political, cultural, economic, geographic, religious and philosophical differences, similarities and interactions of the major world regions. Students will gain an appreciation and an acceptance of the diversity and uniformity of the world cultures. Topics will include: Mediterranean civilizations, Islam, Imperial China, Hinduism and Pre-Columbian America.

WORLD HISTORY II

10TH GRADE; 1 UNIT

A continuation of World History I, 1500 to the present. Major topics will include: Rise of nation/states, Renaissance, comparative religions, imperialism, industrial revolution, enlightenment, constitutionalism vs. absolutism, World

Wars I and II, political and social revolutions and creation of national and cultural identities.

EUROPEAN HISTORY (H)

10TH GRADE; 1 UNIT

This course covers the Renaissance, Rise of Nation States, Age of Discovery, Reformation and religious wars, scientific revolution and enlightenment, social, cultural, intellectual developments, gender issues, capitalist economy and industrialization, nationalism and competing ideologies, World War I and Russian Revolution, dictatorships, democracy and the second World War, and complexity of post-war Europe. A combination of lecture, discussion-debate, reading, public speaking and comprehensive papers are used to provide activities and basis for evaluation of European History. A research paper is required. Students who are successful in the Honors Section will be qualified to take the Advanced Placement exam.

UNITED STATES HISTORY

11TH GRADE; 1 UNIT

This course is a survey of American History from the colonial period in the seventeenth to the end of the twentieth century. Social, political, economic and cultural themes are examined. Assignments include tests, essays, research projects and oral presentations.

UNITED STATES HISTORY (AP)

11TH GRADE; 1 UNIT

This course is a rigorous survey of American History from the colonial period in the seventeenth to the end of the twentieth century. Social, political, economic and cultural themes are examined. Assignments include tests, essays, research projects and oral presentations. Upon completion of this course, students will be prepared

to take the Advanced Placement examination. This course is open to juniors with the permission and/or recommendation of the faculty.

AMERICAN GOVERNMENT

11TH & 12TH GRADES; 1/2 UNIT

This course begins with a study of the United States Constitution focusing on the powers of the Congress, President and Judiciary. The electoral process including the electoral college, campaign finance reform and political advertising is examined. Students will also study free speech, equal protection and the right to privacy by reading and discussing Supreme Court cases. Assignments will include argumentative essays, oral arguments and oral presentations. As a final assignment, students will write a research paper on a case currently before the Supreme Court.

UNITED STATES GOVERNMENT AND POLITICS (AP)

12TH GRADE; 1 UNIT

This full-year course will give students an overview of important facts and concepts in U.S. government and politics. Topics will include the Constitution, federalism, political behavior, political parties, interest groups, the media, the three branches of government and public policy. Civil rights and civil liberties will be the focus of intensive study, discussion and debate. Students will also study criminal law and procedure and engage in a mock trial. Upon completion of this course, students will be prepared to take the Advanced Placement examination.

ART HISTORY (AP)

1 UNIT

This course surveys the history of Western art chronologically from prehistory to present. Art is examined as an expression of culture and as a medium of cultural critique. Students

are particularly encouraged to analyze critically the interaction between works of art and their social, political and cultural context. Development of the necessary vocabulary and methodologies for the examination of visual media is a key component of this course. Students are exposed to art and art history through slides, primary and secondary texts, independent research, oral presentations and museum visits, including field trips to at least two of the following: the Getty, the Norton Simon Museum of Art, the Huntington Library and Art Galleries and/or the Museum of Contemporary Art. Upon completion of this course, students have covered material equivalent to one year of college-level art history and are prepared to take the Advanced Placement examination.

CHARISMATIC LEADERS— HISTORICAL FIGURES

11TH & 12TH GRADES; 1/2 UNIT

Using Friedrich Hegel's definition of a "World Historical Individual," students will study historical figures whose actions and decisions caused a rift in the flow of history causing it to take a different course. Some of the figures to be studied are: Xerxes, Seneca, Nero and Napoleon. Students will examine the question of whether twentieth-century figures can be placed in the realm of historical significance. The twentieth-century figures will include: Hitler, Mao, Gandhi, Churchill, Margaret Thatcher, Martin Luther King, Jr., and others.

COURSE NOT OFFERED THIS ACADEMIC YEAR.

CHINESE STUDIES

12TH GRADE; 1/2 UNIT

This seminar uses the study of written and spoken Mandarin as a gateway into the traditional culture, history and thought of one of the world's oldest civilizations. Language studies are

contextualized and enriched through the reading, analysis and discussion of such classics as *The Analects of Confucius*, *Tao Te Ching*, and *Art of War*. Mandatory workshops are convened once a week in the black box theater, where students practice and apply their language skills in living scenarios, practice Chinese calligraphy with a brush, and learn the Tai Chi Chuan 24 form. Students generate and submit independent projects in lieu of an examination.

ECONOMICS

12TH GRADE; 1/2 UNIT

This course will explore a variety of topics in the areas of macroeconomics, microeconomics, economic theory and contemporary issues. The use of projects, tests, papers and lecture-discussion will allow the study of economics on both an intellectual and personal basis. This course is open to all seniors as an elective.

GREAT BOOKS SEMINAR (H)

12TH GRADE; 1/2 UNIT

This is a seminar course which introduces students to significant writings and ideas of Western Civilization. Examined and analyzed through discussions are the works of Plato, Sophocles, Aristotle, Shakespeare, Freud, Shaw, Locke, Hobbes, Marx and Engels. The logical, rational use of the intellect is strongly emphasized. Considerable emphasis is placed upon participation in class discussions and the preparation of comprehensive papers at a rather sophisticated level. This course is open to seniors with the permission and/or recommendation of the faculty involved.

HISTORY OF WARFARE

11TH & 12TH GRADES; 1/2 UNIT

A seminar course that examines the origins of the warrior, the cultures that

nurture them and the evolution of warfare from human beginnings to the contemporary world. Heavy emphasis will be placed on analysis of complex situations with a seminar/discussion environment. This will prepare students to write comprehensive papers that will challenge them to think critically and express themselves clearly. A research paper will be the final exam.

COURSE NOT OFFERED THIS ACADEMIC YEAR.

INTERNATIONAL RELATIONS

11TH & 12TH GRADES; 1/2 UNIT

This semester-long course examines those factors that promote both cooperation and conflict between and among nation-states in the international system. Topics covered in the course include rules of effective diplomacy, economic development, the use of force, and human rights. The centerpiece of the course is a simulation exercise in which the class assumes the identity of a contemporary nation. The students then develop diplomatic relations with several West Coast schools also posing as nations. Communication among the schools/nations takes place online. The first third of the course is devoted to preparing for the simulation, the middle third to the simulation itself, and the final third to a continuation of the study of the principles of international studies.

INVESTMENTS

12TH GRADE; 1/2 UNIT

This year-long course is designed to introduce the students to the world of investments. Students will learn how to research and evaluate companies and industries. They will make real investment recommendations and decisions based upon original research. A special emphasis is placed upon online research and public speaking skills.

POST-COLONIAL AFRICA

11TH & 12TH GRADES; 1/2 UNIT

This interdisciplinary class will focus on the issues surrounding Post-Colonial Sub-Saharan Africa by developing conceptual and historical approaches to the varied patterns of modern imperialism from the 18th century (briefly) to today. The students will be assessed through discussion, bi-weekly short papers, presentations and a final exam paper.

PSYCHOLOGY

12TH GRADE; 1/2 UNIT

This lab course is designed to give students a view of psychology as a scientific discipline with applications in the peer counseling program. The course presents a comprehensive look at widely varying psychological theories and methods of therapy with emphasis on the terminology of the psychologist. The course work emphasizes the principles of social psychology, with applications made to real-life settings.

Department of Science

LIFE SCIENCE

7TH GRADE

This course deals with earth's living resources and how they interact. Students investigate topics in wildlife conservation with an emphasis on biomes. Anatomy and physiology, including health issues and human sexuality, are also investigated. Laboratory experience is important in the course.

EARTH AND SPACE SCIENCE

8TH GRADE

This course provides a qualitative analysis of both the physical laws and processes which govern the formation of the planet, the universe and the dynamics of the atmosphere. Students

develop methods of investigation through laboratory experiences of phenomena encountered. Course topics include the atmosphere, water in the atmosphere, entities within the universe and the physical laws which govern them. Also included is the study of rock and mineral types, movements of the earth, plate tectonics and geologic time.

PHYSICS AND CHEMISTRY

9TH GRADE; 1 UNIT

Half of this course offers an introduction to physics including linear and circular motion and buoyancy. The approach stresses experimentation and activity over lecture. Emphasis is on observation, accuracy of measurement, interpretation of data, discovery of quantitative relationships and recognition of concepts at work in the physical world. In the other half of the course, students receive an introduction to chemistry. Emphasis is on developing quantitative skills in measurement and problem solving, and on concepts of the mole, chemical reactions, the structure of the atom, organic chemistry, acids, bases and salts, the Periodic Table and simple biochemistry.

BIOLOGY

10TH GRADE; 1 UNIT

This course introduces students to the world of living things, with an evolutionary approach that relates all life forms. A key theme is unity (similarities) and diversity (differences), which is explored throughout the year as each relates to the section being covered. Units discussed include chemistry, the cell, photosynthesis and cellular respiration, genetics and the genetic code, evolution, ecology, plant and animal biology, reproduction and development and select systems of the human body.

BIOLOGY (H)

10TH GRADE; 1 UNIT

This course introduces students to the interaction of living things, societies and the structures of societies, communities and ecosystems. It proceeds through the study of the origins of life and evolution, the processes of cell respiration, photosynthesis and metabolism, master molecules, the genetic code, cell theory, reproduction and development, and the transport, respiratory, digestive, excretory, endocrine, nervous, skeletal and muscular systems. Students who are successful in the Honors Section will be qualified to take the Advanced Placement exam.

CHEMISTRY

11TH GRADE; 1 UNIT

This course introduces students to chemical concepts and principles through laboratory investigation, lecture and classroom demonstration. The course deals with the atomic and molecular structure of matter and its interaction with energy. Instrumentation has been introduced to some laboratory investigations but the primary emphasis is placed on problem solving, the understanding of fundamental concepts and the interpretation of data.

PREREQUISITES: PREVIOUS OR CONCURRENT COURSES IN ALGEBRA II.

CHEMISTRY (H)

11TH GRADE; 1 UNIT

This course introduces students, at a college level, to chemical concepts and principles through laboratory investigation, lecture and classroom demonstration. The course deals with atomic and molecular structure of matter and its interaction with energy at a much greater depth. There is a much

greater demand on problem solving skills, and interpretation of data. A college text is used in this course.

PREREQUISITES: RECOMMENDATION OF THE SCIENCE DEPARTMENT, AND AT LEAST A CONCURRENT COURSE IN PRE-CALCULUS. STUDENTS WHO ARE SUCCESSFUL IN THE HONORS SECTION WILL BE QUALIFIED TO TAKE THE ADVANCED PLACEMENT EXAM.

PHYSICS

12TH GRADE; 1 UNIT

This course is a general survey of classical and modern physics. It is designed to introduce students to physics as it is involved in their lives. Subject areas covered include kinematics, momentum, Newton's universal law of gravitation, light and sound.

PREREQUISITE: ALGEBRA I.

PHYSICS (H)

12TH GRADE; 1 UNIT

An analytic approach to modern and classical physics designed to introduce students to the analysis of physical laws and principles. Subject areas include mechanics, Newton's Laws, heat, light, sound, electricity and magnetism.

PREREQUISITE: ALGEBRA II/TRIGONOMETRY. STUDENTS WHO ARE SUCCESSFUL IN THE HONORS SECTION WILL BE QUALIFIED TO TAKE THE ADVANCED PLACEMENT EXAM.

PHYSICS C, MECHANICS (AP)

12TH GRADE; 1 UNIT

The Physics (AP) course is a rigorous course for Flintridge Prep's most able and motivated math and science students. Its primary purpose is to prepare students for the AP Physics (Level C) exam in May. The course is divided into two parts: Mechanics (kinematics, dynamics, work and energy, momentum and collisions, rotational motion, gravitation, oscillations) and Electricity and Magnetism (electrostatics, electrical energy, current and circuits, magnetism, induction, Maxwell's Equations), each of which

take about half the year. Differential and integral calculus is used throughout the year. Students will be required to take the AP Physics exam in May.

PREREQUISITE: CALCULUS AB (AP)

ANATOMY AND PHYSIOLOGY

12TH GRADE; 1 UNIT

This course introduces students with a solid background in biology to human body organization and some basic physiological principles. Students are exposed to an abundance of anatomical and medical terminology. Homeostatic imbalances and the development of organ systems are examined. Major units covered include cytology, histology, cancer and several organ systems. The effect of lifestyles on health is emphasized throughout the course. Two projects are assigned, including an oral presentation. The fetal pig is dissected during the second semester, and a unit on kinesiology is included.

Department of World Languages

LATIN I

1 UNIT

This course introduces students to the fundamentals of Latin and provides opportunities to translate from Latin to English and vice versa. The grammar of both languages is frequently compared. Attention is also given to the Latin roots of English vocabulary and to other aspects of Roman civilization which have influenced the modern world.

LATIN II

1 UNIT

Students complete their study of the essential forms, grammar and vocabulary of Latin. They also read stories in Latin about life in ancient Roman times as well as stories from mythology.

LATIN III

1 UNIT

Following a review of forms and grammar, students read a variety of works in Latin. Each quarter will focus on a specific topic. In the first quarter, students will read about mythology with passages from Jason and the Argonauts and Seneca's *Medea*. In the second quarter, they will read passages from the Vulgate and assorted Medieval/Renaissance writers. The third quarter will move back to classical Latin with passages from Cicero's letters and discussion of his oratory in general. The year will end with the lyric poetry of Catullus.

LATIN IV

1 UNIT

This course will continue with the lyric poetry of Catullus that began in Latin III. Students will read a substantial portion of his opus. In addition to translation, students will scan a variety of meters and analyze the use of figures of rhetoric. After Catullus, students make the transition to the lyric poetry of Horace with a smaller but equally important sampling. Students spend the remainder of the year with Virgil's "Aeneid," reading passages from Books I and IV in Latin and most of the six books in English. Here students can explore many facets of the Roman epic in general and Virgil's influence both on his own age and our own.

LATIN V

1 UNIT

We will continue our focus on Latin poetry, however, with a thematic approach. The theme will be how the relationships of men and women are depicted in Classical Latin. The three poets that we read this year are Catullus, Virgil and Ovid. The course will be

more idea-centric, so we will do more literary analysis both in class and via written assignments. In addition, we will do more creative projects in both English and Latin involving poetry.

FRENCH I

1 UNIT

This course emphasizes oral communication in French with close attention to basic grammar and vocabulary. Development of reading and listening comprehension is accomplished through short readings and the presentation of auditory stimuli via audio and visual media. Students will begin to write original paragraphs in the second semester, and particular focus is placed on the presentational and interpersonal modes of speaking and writing. Students are introduced to the culture of French speaking countries.

FRENCH II

1 UNIT

This course continues to emphasize the skills taught in French I. Reading comprehension and oral communication skills continue to be an integral part of the program. At this level, much emphasis is placed upon the instruction of the various French verb tenses. In preparation for the more advanced courses, students utilize their knowledge of presentational and interpersonal writing and speaking. Students also continue their study of Francophone cultures.

FRENCH III

1 UNIT

In French III, emphasis is placed on the mechanics of French which will enable the student to think and speak clearly in French. Students will write compositions, prepare oral

presentations and study French culture. Selections from various French authors such as St. Exupéry, Camus and Sartre will be studied. Some sections may be designated honors.

FRENCH IV

1 UNIT

This course will continue to refine skills acquired in French III. Emphasis will be on conversation, writing skills and a general grammar review. Materials used in this class may come from video, magazines, newspapers, literature and the Internet. Literary studies of works from authors such as Sartre, Ionesco and Baudelaire will also be included.

FRENCH IV/V LANGUAGE AND CULTURE (AP)

1 UNIT

This course strives to promote both fluency and accuracy in language use and does not overemphasize grammatical accuracy at the expense of communication. The three modes of communication (interpersonal, interpretive, and presentational) defined in the *Standards for Foreign Language Learning in the 21st Century* are foundational to the French Language and Culture (AP) course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the intermediate to pre-advanced range as described in the *ACTFL Performance Guidelines for K-12 Learners*. The French Language and Culture (AP) course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books, music) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture);

and perspectives (values, attitudes) and assumptions that underlie both practices and products. This course is taught in French.

THIS COURSE REQUIRES THE PERMISSION AND/OR RECOMMENDATION OF THE FACULTY.

SPANISH I

1 UNIT

Extensive oral practice emphasizing communication and application of grammatical structures in oral patterns comprise the basis for this course. Students are introduced to the culture of Spanish-speaking countries. In the second semester, the students will begin to read and write more extensively in the target language, and special emphasis will be placed on the presentational and interpersonal modes of communication.

SPANISH II

1 UNIT

Spanish II continues to emphasize the skills taught in Spanish I. Reading comprehension and oral communication skills continue to be an integral part of the program. At this level, much emphasis is placed upon the instruction of the various Spanish verb tenses. In preparation for the more advanced courses, the students utilize their writing skills to develop compositions. Through speaking and writing, students will continue to emphasize presentational skills and interpersonal modes of communication. Students also continue their study of Hispanic culture. Some sections will be designated honors, which is a prerequisite for Spanish III (H).

SPANISH III

1 UNIT

In Spanish III, emphasis will be placed on the mechanics of the Spanish language which will enable the student to think and speak clearly in Spanish. Continued study of Hispanic culture,

history and art are part of this course. The student will be required to prepare oral presentations and write original compositions. This creative format will enable the student to make a smooth transition into the Spanish IV course.

THIS COURSE IS RECOMMENDED AS PREPARATION FOR SPANISH IV. SOME SECTIONS MAY BE DESIGNATED HONORS, WHICH IS A PREREQUISITE FOR SPANISH LANGUAGE (AP).

SPANISH IV

1 UNIT

This course provides additional practice to help students attain a higher level of skill development (e.g., listening, speaking, reading and writing) and linguistic accuracy. The course emphasizes a skill-based approach in which students gain mastery of the language through a considerable amount of discussion, reading and writing on a variety of contemporary topics. The course concentrates on expanding vocabulary and strengthening grammatical accuracy as an aid to overcome any communicative problems. The culture study of Spain and Latin America is an integral component of this course. Music, film and literature are used throughout the course to enhance students' understanding of Hispanic culture and society.

SPANISH V: ADVANCED SPANISH CONVERSATION

12TH GRADE, FALL SEMESTER; 1/2 UNIT

This course is designed for students who wish to improve their conversational skills. The emphasis of this course is to develop students' fluency of the language. Improvement in fluency requires practice and will require oral presentations, group discussions and daily participation. While the primary aim of the course is communication in Spanish, a parallel goal is to stimulate interest in, and appreciation of, the diversity

of Hispanic culture by structuring conversations around current events, short stories and films in Spanish.

COURSE NOT OFFERED THIS ACADEMIC YEAR.

SPANISH V: SERVICE LEARNING IN SPANISH

12TH GRADE, SPRING SEMESTER; 1/2 UNIT

Students will be assigned to specific agencies in the San Gabriel Valley area where they have the opportunity to be involved in service projects that address real community needs. All student activities will be monitored and coordinated by the teacher in cooperation with representatives from the community organizations that participate. The objective is to give the student opportunities to use his or her language skills in real-life situations in their communities as well as to increase the student's intercultural awareness and understanding.

COURSE NOT OFFERED THIS ACADEMIC YEAR.

SPANISH VI

1 UNIT

This course examines prose and poetry by women writers from the Americas. Students examine the narrative strategies employed by these writers in interpreting social, political, cultural, and religious forces of Latin American society. Special emphases are placed on the works written by Alvarez, Allende, Belli, Castellanos, Ferre, Poniatowska, and Valenzuela.

COURSE NOT OFFERED THIS ACADEMIC YEAR.

SPANISH LANGUAGE (AP)

1 UNIT

This course helps students continue to develop a strong command of the Spanish language, emphasizing the integration of language and honing their ability to analyze and synthesize information and to communicate their ideas in a variety of forms and modes. This class provides the students with diverse opportunities to develop their

writing, speaking, listening and reading comprehension skills. Students are exposed to the literature and current events of the Hispanic world through authentic texts, including newspaper and magazine articles and literary texts and newscasts. Students are expected to understand conversations, lectures, narratives and other spoken material and they are also expected to express themselves in a variety of styles, using audience-appropriate language.

STUDENTS MAY TAKE THIS COURSE WITH DEPARTMENTAL RECOMMENDATION ONLY.

SPANISH LITERATURE (AP)

1 UNIT

The Spanish Literature (AP) course is intended to be the equivalent of a third-year college introduction to Literature in Spanish that provides an in-depth study of the works and authors from Spain and Spanish America. Students discuss and analyze prose, poetry and drama using proper terminology. Because students read, analyze and discuss literature in Spanish, the language proficiency reached by the end of the Advanced Placement course is generally equivalent to that of college students who have completed a fifth or sixth semester of Spanish in composition, conversation and grammar.

Department of the Arts

FINE ARTS

7TH GRADE

This integrated course provides instruction in studio art, chorus, drama and dance. An introduction to art provides a foundation in the basic art fundamentals—line, shape, value, color and texture. This course utilizes a wide variety of media focusing on developing drawing and painting skills and includes a survey of art history. In music,

students are introduced to basic music appreciation, music theory and singing skills. In drama, students will participate in a wide range of drama exercises including games, monologues and storytelling. In dance/movement, students will learn to communicate creatively with rhythm, movement and improvisation to a variety of musical styles.

FINE ARTS

8TH GRADE

Students will have the opportunity to choose from a selection of visual and performing arts options. Students will be able to explore in greater depth their chosen arts elective for an entire semester. At mid-year, students will have the opportunity to select another option.

VISUAL AND PERFORMING ARTS

9TH GRADE; 1 UNIT

Visual and Performing Arts is a year-long course that encompasses the following four components: Artistic Perception, Creative Expression, Historical and Cultural Context and Aesthetic Valuing. These four components form the foundation for this beginning level course. The curriculum is designed to provide each student the opportunity to develop the appropriate and necessary skills, along with the understanding of the cultural and historical applications in the Arts. There is a strong Arts Appreciation component to this course in all media. All entering 9th grade students are required to choose one of the following courses:

VISUAL ART

Ceramics/Sculpture, Drawing and Painting, or Photography

PERFORMING ART

Instrumental Music, Dance, Drama, or Chorus

VISUAL ARTS COURSES

10TH–12TH GRADES; 1 UNIT

Students may choose among a variety of media, including ceramics, drawing and painting and photography.

BEGINNING AND ADVANCED CERAMICS

Students will continue to develop and expand on wheel thrown forms as well as handbuilding techniques. They will work to develop a personal aesthetic with an understanding of the sculptural possibilities of clay. The class will also explore a wide range of firing techniques, including raku and sawdust firings.

PREREQUISITE: 1 YEAR CERAMICS

BEGINNING AND ADVANCED DRAWING AND PAINTING

The course emphasis is placed on expanding a variety of drawing and painting skills in depth and complexity. Students work on structured projects in media such as ink, graphite, watercolor, acrylic and charcoal. Individual exploration and style is encouraged through regular work in their sketchbooks, group critiques, visits to galleries and artists' studios. The course includes a week at the Art Center's School of Design Archetype press, designing, printing and binding a limited edition book.

PREREQUISITE: 1 YEAR DRAWING AND PAINTING

BEGINNING AND ADVANCED PHOTOGRAPHY

Students refine their technical skills in the darkroom and the digital image-making environment. Emphasis is placed on aesthetics, self-expression and concept development. The combined digital/darkroom facility allows students to explore a variety of creative solutions, including the incorporation of typography into their

work. Presentations on historical and contemporary image-makers provides students with a context for exploration.
PREREQUISITE: 1 YEAR PHOTOGRAPHY

STUDIO ART (AP)

This course enables highly motivated students to perform at the college level while still in high school. The AP teacher will carefully consider student selection. The AP portfolio is intended for students who wish to pursue serious study in the arts with considerable time and effort to the study of art and the development of higher-level skills. Guidelines set by the Advanced Placement Program of the College Board will be followed. Students are expected to work both at home and in school throughout the year. Sketch books will be checked intermittently as part of the studio grade. Trips to museums, galleries and other cultural events are part of the curriculum.

PREREQUISITES: 1 YEAR DRAWING AND PAINTING, 1 YEAR ADVANCED DRAWING & PAINTING

For ART HISTORY (AP), please refer to the Department of History.

PERFORMING ARTS COURSES

10TH–12TH GRADES; 1 UNIT

We offer several options in the performing arts for the student including choral and instrumental music, drama, and dance.

BEGINNING AND ADVANCED CHORUS

10TH–12TH GRADES; 1 UNIT

Chorus students will learn singing techniques, performance technique, music basics, and will perform music of varied styles. The chorus will give at least two major concerts during the year with additional appearances throughout the community. Class meets three days per week.

DANCE (BEGINNING/ INTERMEDIATE/ADVANCED)

9TH–12TH GRADES; 1 UNIT

A course in dance technique will be offered in a variety of styles including ballet, modern, jazz and hip-hop. The course will involve creative movement, the exploration of weight, space, effort and time, as well as dance history and choreography. Guest teachers specializing in techniques ranging from cultural dance to Broadway dance will teach Master Classes and set choreography on students. Each student will have the opportunity to incorporate his/her own style, rhythms and music. Students will have the opportunity to choreograph and perform dances in the Winter Student Choreography Showcase and Spring Dance Concert. Class meets three days per week.

DRAMA I

9TH GRADE; 1 UNIT

Drama I explores the art of theater including origins and history, production components, skill development as actors and performance. What is theater? What importance does it have in present society? The class will discuss historical contexts to highlight relevance and reason within Greek, Medieval, and Renaissance Theater. Through scene study of provided texts, improvisation and observation, acting technique is sculpted to enhance personal performance. Additionally, the course explores the technical side of theatrical production, including space, lights, sound, makeup and much more.

DRAMA II

10TH–12TH GRADES; 1 UNIT

The Drama II course is an in-depth examination of character development via various methods of acting technique. The course emphasizes the individual actor, building a foundation

and exploring different styles of performance and theory. Through scene study and analysis, acting principle exercises, the student discovers his/her own approach to a character in an ensemble atmosphere.

PREREQUISITE: DRAMA DEPARTMENT AUDITION AND INTERVIEW

DRAMA III

10TH–12TH GRADES; 1 UNIT

This course is designed to empower students to create their own performance pieces. Starting with traditional monologues and scene work, and moving towards more experimental movement and physically based pieces, the course will culminate in a show of the students' own devising.

PREREQUISITE: DRAMA DEPARTMENT AUDITION AND INTERVIEW

DRAMA IV

11TH–12TH GRADES; 1 UNIT

Drama IV is an application of knowledge accrued from previous years in the drama curriculum. This theater company will cast, direct and produce two different plays for public performance at the end of each semester. Students are to be mindful of the aesthetic and artistic world of the play with consideration to the practical and logistical implications. In an atmosphere that is student driven, acting technique, dramaturgy and scene analysis are inherent to the process. Each student is an active ensemble member, artist and visionary.

PREREQUISITE: DRAMA DEPARTMENT AUDITION AND INTERVIEW, DRAMA FACULTY APPROVAL

JAZZ ENSEMBLE

9TH–12TH GRADES; 1 UNIT

Students participate in a performing jazz ensemble setting. Through rehearsal, students learn to perform jazz music focusing on their role in the ensemble particular to their instrument, interpretation of jazz

style and improvisation through accompaniment, soloing and interplay. The ensemble will perform at least four on-campus concerts per year, with other on- and off-campus events throughout the year.

MUSIC THEORY (AP)

11TH & 12TH GRADES; 1 UNIT

This course, equivalent to a first-year college course, will develop students' skills in identifying, understanding and describing elements and events in music, written and aurally. It will focus on the major–minor tonal system of Western music, and will include twentieth-century scales, harmony, composition, jazz and contemporary music.

PREREQUISITE: STUDENTS MUST READ AND WRITE NOTATED MUSIC AND HAVE BASIC VOCAL OR INSTRUMENTAL PERFORMANCE SKILLS.

ORCHESTRA

9TH–12TH GRADES; 1 UNIT

The orchestra class forms the core of the full symphony orchestra. Students learn and perform repertoire primarily (though not exclusively) from the Western concert repertoire from the Renaissance to present. Students rehearse music of the symphony orchestra as well as work in chamber music settings. Students will perform at least four concerts per year.

STAGECRAFT: ART, SCIENCE, AND PRACTICE

10TH–12TH GRADES; 1 UNIT

This course provides hands-on exposure to the wide range of art and technology involved in theatrical and recital performances. Topics include lighting design; basic scale drawing for design, construction and lighting; sound reinforcement, recording and editing; set design and construction; and stage management and safety. Students will put theory into practice as designers and running crew for the wide range of

performing arts activities on campus. Participation in after-school rehearsals and evening performances will be required.

PERMISSION OF THE INSTRUCTOR IS REQUIRED TO TAKE THIS CLASS. CLASS MEETS TWO DAYS A WEEK FOR TWO SEMESTERS.

Department of Physical Education

PHYSICAL EDUCATION

7TH–10TH GRADES

Students are involved in daily movement essential to increasing mental alertness, developing a positive self-image and reducing stress. Skill development at each grade level covers a broad spectrum of physical activity. Along with traditional team sports, Physical Education students are instructed in the lifetime activities of golf, walking, tennis, swimming and bowling. Daily activity is used to teach and develop life skills such as cooperation, responsibility, teamwork and leadership skills. In addition, students are involved in dance, gymnastics, CPR and first aid training.

SPORTS MEDICINE

11TH–12TH GRADES

This course provides hands-on exposure to the wide range of sports medicine disciplines and the prevention and care of the athlete. Topics include community first aid, CPR and safety, prevention and conditioning, classification of sports injuries, emergency procedures, healing and follow-up care, rehabilitation, wound bandaging and taping. Students will put theory into practice as student athletic trainers for the many athletic teams on campus and by helping with the Health and Safety Committee.

COURSE NOT OFFERED THIS ACADEMIC YEAR.

Sports by Season

FALL

Cheerleaders
Cross Country, Boys/Girls
Cross Country (Middle School)
Equestrian, Coed
Football
Football, Flag (Middle School)
Tennis, Coed (Middle School)
Tennis, Girls
Volleyball, Girls
Volleyball, Girls (Middle School)
Water Polo, Boys

WINTER

Basketball, Boys
Basketball, Boys (Middle School)
Basketball, Girls
Basketball, Girls (Middle School)
Cheerleaders
Equestrian, Coed
Soccer, Boys
Soccer, Boys (Middle School)
Soccer, Girls
Soccer, Girls (Middle School)
Water Polo, Coed (Middle School)
Water Polo, Girls

SPRING

Baseball
Baseball (Middle School)
Golf, Coed
Golf, Coed (Middle School)
Softball
Softball (Middle School)
Swimming, Boys/Girls
Swimming, Boys/Girls (Middle School)
Tennis, Boys
Track & Field, Boys/Girls
Track & Field (Middle School)
Volleyball, Boys
Volleyball, Boys (Middle School)

Clubs, Organizations & Community Service

CLUBS & ORGANIZATIONS

Any group of students with a specific interest or hobby may organize a campus club. Each club must have a faculty sponsor, a club charter and the approval of the Dean of Student Activities. The following clubs usually meet after school.

American Field Service (AFS)
Amnesty International
Anime Club
Arts Club
Book Group
Chess Club
Club for Christ
The Collective (Progressive Discussion Group)
Comedy Sportz
Door of Hope
Film Club
Flintridge Prep Sewing Club
Flintridge Press (School Newspaper)
Flintridge Singers
Folio (Literary and Art Magazine)
Food Pantry
French Club
French Honor Society
Hip Hop Club
Key Club (Kiwaniis Youth Service Org.)
Latin Club
Leo Club (Lions Club Youth Service)
Log (School Yearbook)
Mu Alpha Theta (Math Club)
Multicultural Student Union
Music (Chorus, Jazz, Orchestra)

National French Honor Society
Peer Counseling
Prep Store
Science Club
Spanish Club
Spanish Honor Society
Speech and Debate Club
Strategic Game Club
Student Senate
Teen and Middle School Advisory Boards (Library)

COMMUNITY SERVICE

In keeping with one of the school's overall goals of preparing each student for the responsibilities of community leadership, Prep has in place a comprehensive community service component as part of the total educational program. Following is a partial list of our students' involvement in the wider community.

After-school tutoring at Don Benito School
CROP Walk
Eighth Grade Community Impact Projects
Feeding the homeless at St. Bede's Church
Heal the Bay
Ninth Grade Initiative
Tutoring at Hillside
Volunteering at Union Station
Young & Healthy

MENTORSHIP PROGRAMS

Prep's popular mentorship programs are central to the development of the school's caring and welcoming environment. The majority of the seniors participate each year. Not only do these programs assist younger students as they encounter the academic and social challenges of middle and high school, but they also provide opportunities for seniors to practice and hone their leadership skills.

Peer counselors: Seniors can apply for one of 24 openings each year to serve as counselors for a small group of seventh or ninth graders. Preparation to take on this responsibility includes weekly training sessions and required enrollment in Prep's psychology course. Peer counselors travel with their counselees on outdoor education trips and meet with them regularly throughout the year to provide support and mentoring.

8th grade buddies: This student-designed program pairs seniors with eighth grade students, one-on-one, to offer friendship, advice and support all year.

Senior leaders: Created by senior class officers, this initiative offers opportunities for seniors to tutor younger students. Every academic class, as well as drama, sports, student government, SAT prep and Science Fair has at least one senior leader assigned to work with kids that want extra help.

Administration, Faculty & Staff

2011–2012

Sylvie Andrews (2005)

Director of Technology
B.A., UNIVERSITY OF CALIFORNIA,
SANTA CRUZ

Peter Bachmann (1980)

History/Headmaster (1991)
A.B., UNIVERSITY OF CALIFORNIA, BERKELEY;
M.A., UNIVERSITY OF VIRGINIA

Mark Baker (2003)

World Languages
B.A., LOUISIANA STATE UNIVERSITY;
M.A., TULANE UNIVERSITY

Madeline Barraclough (1991)

Development Office Manager
RICKS COLLEGE

Rita Bastian (2009)

Director of Dining Services
B.S., UNIVERSITY OF REDLANDS

Glen Beattie (1981)

Science
B.A., CALIFORNIA STATE UNIVERSITY,
NORTHRIDGE;
M.A., NATIONAL UNIVERSITY

Sean Beattie (2005)

Physical Education/Department Chair
B.S., CALIFORNIA STATE UNIVERSITY,
NORTHRIDGE

Fabian Bejarano (2011)

World Languages
B.A., UNIVERSITY OF CALIFORNIA,
LOS ANGELES

Lisa Bierman '03 (2010)

Performing Arts
B.F.A., NEW YORK UNIVERSITY, TISCH

Colleen Bissner (2008)

Development Associate
B.A., UNIVERSITY OF PHOENIX

Tim Bradley (2007)

Visual Arts/Department Chair
B.F.A./M.F.A., ART CENTER COLLEGE
OF DESIGN

Sharon Briffett (1993)

Assistant Director of College Counseling
B.S., CALIFORNIA STATE POLYTECHNIC
UNIVERSITY, POMONA

Kathryn Canton (2004)

World Languages/11th Grade Dean
B.A., UNIVERSITY OF ARIZONA;
M.A., PEPPERDINE UNIVERSITY

Pradip Chandrasoma (2010)

Science
B.A., STANFORD UNIVERSITY

Esteban Chavez (2005)

Physical Education
B.A., CALIFORNIA STATE UNIVERSITY,
LOS ANGELES

Theresa Cheng (2011)

Science
B.A./B.S., CALIFORNIA STATE UNIVERSITY,
LOS ANGELES

Peter Chesney '04 (2008)

History/8th Grade Dean
B.A., VASSAR COLLEGE

Sarah Cooper (2001–2003; 2006)

English/Dean of Faculty
B.A., HARVARD UNIVERSITY

Irmgard Dan (1991)

Accounts Payable/Receivable
& Student Accounts
B.S., OVERBERG COLLEGE, MÜNSTER

Vlad Dan (2008)

Director of Facilities
INSTITUTE OF PHYSICAL EDUCATION,
BUCHAREST, ROMANIA

Barbara Ealy (2002)

Director of Special Events
B.A., CALIFORNIA STATE UNIVERSITY,
SAN DIEGO

Joseph Eldridge (2009)

Technology Assistant
CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Meryl Eldridge (2007)

Research Librarian
B.A., CALIFORNIA STATE UNIVERSITY,
LOS ANGELES;
M.A., UNIVERSITY OF PENNSYLVANIA

Kristina Espinosa (2005)

World Languages/Department Chair
B.A., DAVIDSON COLLEGE;
M.A., UNIVERSITY OF PENNSYLVANIA

Michael Espinosa (2009)

Website Manager
B.F.A., UNIVERSITY OF COLORADO, BOULDER

Patrick Ferry (1997)

English/Performing Arts
B.A., GEORGETOWN UNIVERSITY;
M.A., UNIVERSITY OF CALIFORNIA, IRVINE

Lesley Fox (1998)

Mathematics
B.A., UNIVERSITY OF CALIFORNIA, SAN DIEGO;
M.A., LOYOLA MARYMOUNT UNIVERSITY

Jo French '84 (1999)

Mathematics/Director of
Educational Technology/Assistant
Director of Scheduling
B.S./M.A./M.B.A., STANFORD UNIVERSITY

Todd Frost '88 (1999)

Mathematics/Director of Scheduling
B.S./M.S., BRIGHAM YOUNG UNIVERSITY

Alan Gaskill '00 (2011)

History
B.S., NORTHWESTERN UNIVERSITY

Emma Goo (2008)

Office Assistant

B.F.A., RHODE ISLAND SCHOOL OF DESIGN

Robbie Green (2001)

School Counselor

B.A., UNIVERSITY OF CALIFORNIA, LOS ANGELES; M.S.W., UNIVERSITY OF SOUTHERN CALIFORNIA; PH.D., CALIFORNIA INSTITUTE OF CLINICAL SOCIAL WORK

Vatche Hagopian (1986)

Mathematics

B.S./M.A., CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Robert Hamlyn (1998)

English

M.A./M.S.C., UNIVERSITY OF EDINBURGH, SCOTLAND

Daniel Hare (2006)

English/History/10th Grade Dean

B.A., UNIVERSITY OF ARIZONA;
M.A.L.S., DARTMOUTH COLLEGE

Jodie Hare (2006)

English

B.A., AMHERST COLLEGE;
M.A., MIDDLEBURY COLLEGE

Antonio Harrison '01 (2010)

Admissions Community Liaison

B.A., GRINNELL COLLEGE;
M.A., THE CHICAGO SCHOOL

Joanna Grant Hartigan (1994)

Director Emerita of College Counseling

B.A., STANFORD UNIVERSITY

Kathleen Herroon (1975)

English/Director of Operations

B.A., CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

Ingrid Herskind (1995)

History

A.B., BROWN UNIVERSITY;
M.A., ST. JOHN'S COLLEGE

Steve Hill (1999)

Performing Arts

B.A., CALIFORNIA STATE UNIVERSITY, FULLERTON; M.A., CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Susan Hodge (1997)

Head Librarian

B.A., UNIVERSITY OF CALIFORNIA, LOS ANGELES; M.S., CALIFORNIA STATE UNIVERSITY, FULLERTON

Michael Horowitz (2011)

Visual Arts

B.F.A., OTIS PARSONS ART INSTITUTE

Max Huber (2011)

History

B.A., HARVARD UNIVERSITY

Julie Jaime (2005)

Physical Education

B.S., UNIVERSITY OF OREGON

Barrett Jamison (2002)

Mathematics/History/Assistant Dean of Student Activities/9th Grade Dean

B.S., BRIGHAM YOUNG UNIVERSITY;
M.A., POINT LOMA NAZARENE UNIVERSITY

Mary Ellen Jamison (1990)

English/College Counseling

B.A., BRIGHAM YOUNG UNIVERSITY;
M.A., OCCIDENTAL COLLEGE

Yuki Jimbo (2006)

Director of Development

B.A., UNIVERSITY OF CALIFORNIA, LOS ANGELES; CERTIFICATE IN FUNDRAISING, UCLA EXTENSION

Laura Kaufman (2001–2003; 2005)

Science

B.A., POMONA COLLEGE;
M.S., UNIVERSITY OF CALIFORNIA, DAVIS

Midge Kimble (1991)

Science/Dean of Students

B.A., MICHIGAN STATE UNIVERSITY

Kim Kinder (1989)

Director of Finance

B.A., UNIVERSITY OF CALIFORNIA, LOS ANGELES

Robert Lewis (2007)

Performing Arts/Department Chair

B.F.A., NEW YORK UNIVERSITY

Christine Madsen (2003)

History/Andani Teaching Chair

B.A., BROWN UNIVERSITY;
J.D., NEW YORK UNIVERSITY;
M.A., CLAREMONT GRADUATE UNIVERSITY

Joseph Maggio (1985)

Science

B.S./M.A.T., FORDHAM UNIVERSITY

Molly Mattei (2011)

Performing Arts

B.F.A., WESTERN MICHIGAN UNIVERSITY

Robert McLinn (1974)

Science/Department Chair/

Dean of Student Activities

B.A., UNIVERSITY OF CALIFORNIA, LOS ANGELES; M.A., CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Celeste McMillin (2007)

Science/English

B.A., BRIGHAM YOUNG UNIVERSITY;
M.A., CALIFORNIA STATE UNIVERSITY LONG BEACH

Mel Malmberg (2006–2008; 2010)

Writer

A.B., OCCIDENTAL COLLEGE

Caterina Mercante (2002)

Performing Arts

B.A., SANTA CLARA UNIVERSITY

Donna Merchant (1987)

Director of the Annual Fund

Amelia Chen Miley (2007)

Registrar

B.A., LOYOLA UNIVERSITY NEW ORLEANS

Mike Miley (2006)

English

B.A., LOYOLA UNIVERSITY NEW ORLEANS;
M.F.A., AMERICAN FILM INSTITUTE

Michael Mullins (1988)

History/Cannell Family Teaching Chair

B.A., UNIVERSITY OF CALIFORNIA, LOS ANGELES; M.A., CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Jon Murray (2000)
Performing Arts
B.A./M.M., ARIZONA STATE UNIVERSITY

Scott Myers (1985)
English/Department Chair
B.A., SWARTHMORE COLLEGE;
M.A., CALIFORNIA STATE UNIVERSITY,
LOS ANGELES

Manuel Nuñez (1983–1995; 1999)
World Languages/Global Studies
Liaison/Trustee Teaching Chair
B.A., LOYOLA MARYMOUNT UNIVERSITY;
M.S., PEPPERDINE UNIVERSITY

Tyke O'Brien (2010)
English/12th Grade Dean
B.A., UNIVERSITY OF CALIFORNIA,
LOS ANGELES; M.A., LOYOLA MARYMOUNT
UNIVERSITY, PH.D., UNIVERSITY OF BRISTOL,
ENGLAND

Garrett Ohara '84 (1999)
Mathematics/Assistant Athletic Director
B.A., WESTMONT COLLEGE;
M.A., AZUSA PACIFIC UNIVERSITY

Robert Parker '78 (1985–1990; 2000)
Computer Science/
Senior Technology Strategist
A.B./M.M., YALE UNIVERSITY;
D.M.A., CLAREMONT GRADUATE UNIVERSITY

Nicholas Ponticello (2009)
Mathematics
B.A., UNIVERSITY OF CALIFORNIA, BERKELEY

Biliana Popova (2011)
Visual Arts
M.A., NATIONAL ART ACADEMY, SOFIA,
BULGARIA

Jillian Riehl (2008)
Mathematics
B.A., KEENE STATE COLLEGE

Alex Rivera (1979)
Athletic Director
B.S., CALIFORNIA STATE UNIVERSITY,
LOS ANGELES

Joaquin Robles (2009)
Chef/Manager
CULINARY INSTITUTE OF AMERICA
AT GREYSTONE

Ricardo Rodriguez (2011)
Visual Arts
B.A., UNIVERSITY OF PUERTO RICO;
M.F.A., BROOKS INSTITUTE

Michael Roffina (1996)
History/Director of Human Development
B.A., UNIVERSITY OF CALIFORNIA,
SANTA BARBARA; M.A., PRINCETON
THEOLOGICAL SEMINARY

John Romano (2005)
Mathematics/Computer Science/
Department Chair
B.A./M.A., ST. JOHN'S UNIVERSITY

John Ruch (1982)
History/Interim Department Chair/
Assistant Director of Scheduling
B.A., UNIVERSITY OF REDLANDS

Irwin Russo (1990)
English
B.A., CORNELL UNIVERSITY;
M.A., ADELPHI UNIVERSITY

Sarah Smock '04 (2009)
Science
B.S., UNIVERSITY OF CALIFORNIA, SAN DIEGO

Karin Stamison (1987)
Receptionist
GLENDALE COMMUNITY COLLEGE

Arthur Stetson (1995)
Director of Admissions
B.A., UNIVERSITY OF NORTH CAROLINA,
CHAPEL HILL; M.B.A., VANDERBILT UNIVERSITY

Jacqueline Epley Tegart '97 (2006)
Director of Alumni Relations
B.A., MIAMI UNIVERSITY (OHIO)

Hilary Thomas (2001)
Science/Performing Arts/Parents
Association Teaching Chair
B.S./B.A., SANTA CLARA UNIVERSITY

Nicole Haims Trevor '91 (2010)
Director of Communications
B.A., SANTA CLARA UNIVERSITY;
M.F.A., UNIVERSITY OF IOWA, WRITERS'
WORKSHOP

Betty Urban (2004)
Visual Arts/7th Grade Dean
STATE UNIVERSITY OF NEW YORK AT BUFFALO

Reggie Ursettie (1996)
Assistant Librarian
UNIVERSITY OF THE PACIFIC

Dana Valentino (2011)
Admissions Assistant
B.A., UNIVERSITY OF CALIFORNIA,
LOS ANGELES

Peter Vaughn (1995)
English/History/Assistant Headmaster
B.A., HARVARD UNIVERSITY;
M.B.A., UNIVERSITY OF VIRGINIA

Rajeev Wahi (2008)
Science
B.A./PH.D., RICE UNIVERSITY

Vanessa Walker-Oakes (2004)
History/Director of College Counseling
B.A., HARVARD UNIVERSITY; M.A., UNIVERSITY
OF CALIFORNIA, LOS ANGELES

Jaclyn Williams-Jones (1981)
World Languages
B.A./M.A., STANFORD UNIVERSITY

Peter Wood (2011)
History
B.A., STANFORD; M.A., ST. JOHN'S COLLEGE

Margaret Woolley (2002)
Assistant to the Headmaster
B.A., STANFORD UNIVERSITY

Anne Wullschlager '97 (2008)
Print Publications
B.A., COLBY COLLEGE

*View faculty profiles on
the Prep website at
academics.flintridgeprep.org*

Tuition & Fees

The fees below are for the current school year and are subject to change annually.

Grade	7	8	9	10	11	12
Application Fee (DOES NOT INCLUDE TESTING)	\$85	\$85	\$85	\$85	\$85	\$85
Enrollment Fee * (NONREFUNDABLE)	\$875	\$875	\$975	\$975	\$975	\$975
Tuition	\$26,200	\$26,200	\$26,800	\$26,800	\$26,800	\$26,800
Trip Fee **	\$595	\$380	\$640	n/a	n/a	optional
Total	\$27,755	\$27,540	\$28,500	\$27,860	\$27,860	\$27,860

* The nonrefundable enrollment fee reserves the student's place at Flintridge, and covers the cost of the following: original issue of books, miscellaneous art and lab expenses, gym clothes, ID picture package, yearbooks and lockers.

** The trip fee is required of students in grades 7, 8 and 9 for mandatory class trips. These fees are subject to change annually and are due one month prior to the trip.

PAYMENT SCHEDULE

Tuition is due and payable on August 1. If desired, tuition may be paid in two installments, sixty (60) percent due by August 1, and forty (40) percent due by January 1, or in 10 monthly installments if the family enrolls in the school's special payment plan.

Tuition insurance and payment plan programs are available. Information will be sent to you with the enrollment contract.

Financial Aid

Flintridge Prep strives to offer all qualified student-applicants access to an independent school education. We seek students from diverse backgrounds who aspire to academic excellence, personal growth and active participation in the school community.

Financial aid is granted on the basis of family financial need. Flintridge Prep does not offer tuition loans or merit-based scholarships. We follow the National Association of Independent Schools (NAIS) Principles of Good Practice for Financial Aid Administration, including the determination for admission without regard to a student's application for financial aid.

The NAIS ideal benchmark for tuition assistance provided by independent schools is 20% to 25% of students receiving average grants of 50% tuition. Flintridge Prep currently exceeds the NAIS guideline, with 29% of students receiving assistance, with grants ranging from 8% to 100% of tuition. The average grant is approximately 50% of tuition.

FINANCIAL AID PROCEDURE

Financial aid to assist qualified students in grades 7–12 is offered on an annual basis. After the need has been analyzed, a committee appointed by the Headmaster will determine the amount of the award. Applicants will be notified by mail.

The amount of the financial aid award is based on demonstrated family need as determined by an analysis of the confidential financial information the family submits to the Director of Finance. Though families are asked to update their financial situation annually for financial aid, it is almost always renewed after review by the Finance Committee, subject to the student's continued need, academic progress and satisfactory school citizenship.

Please follow the timetable included in the Application Process Checklist in the application packet. The *Financial Aid Application* form lists the required documents, which must be received annually by the due dates in order to be evaluated.

SCHOOL AND STUDENT SERVICES (SSS) BY NAIS AND PARENTS' FINANCIAL STATEMENT (PFS)

Please note: Even if you are applying to more than one school, or for more than one student, you only need to submit one Parents' Financial Statement (PFS) if all pertinent information is included on the application.

If applicable, the non-custodial parent must also complete a PFS application. Only one PFS application per family needs to be submitted to School and Student Services (SSS) for processing. Please send the non-custodial parent's application directly to Flintridge Prep.

Information submitted to the Financial Aid Office is kept in the strictest confidence.

For further information regarding financial aid, please call Kim Kinder, Director of Finance, at Flintridge Prep.

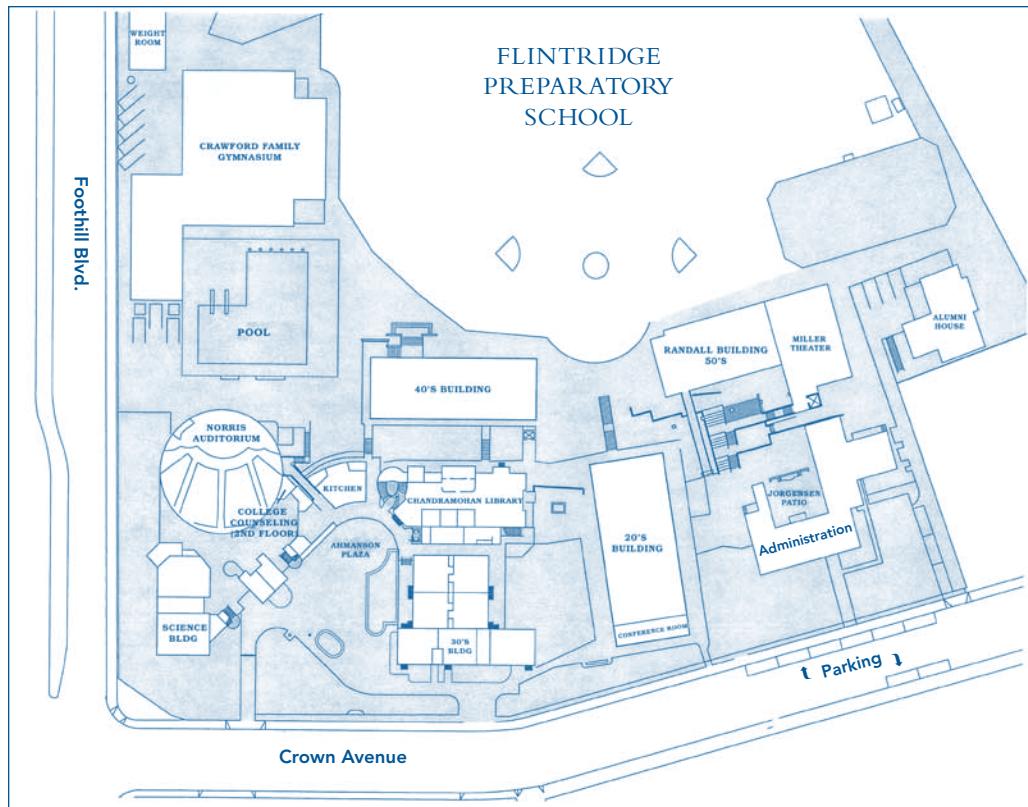
Directions

From the west on I-210, take the Gould exit, turn right on Gould, turn left on Foothill, and left on Crown Avenue.

From Pasadena on I-210, take the Foothill exit, go straight at signal to the school.

Parking

Visitors to Prep's Admissions Office should park on the curb (including the curb across the street) in front of the main office at 4543 Crown Avenue. Please do not park in the red zones. Out of respect for our neighbors, please be sure to avoid parking in front of their homes.



Flintridge Preparatory School 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.