



May 2011

Welcome to Greenhills!

We are grateful that you have chosen to join the Greenhills community and entrusted your children's education to us. This is a very exciting time of year, but also a poignant one. We welcome you, our new families, to this community but we also graduate our seniors and experience a real sense of loss. So as final exams and graduation loom large for us, we also need to move forward and begin the process of making Greenhills your school.

Some nuts and bolts:

- Course selection for 2011-2012 is one matter which will require your immediate attention. The course selection sheet must be returned to the admission office by Thursday, June 2, 2011. We encourage you to consult the Greenhills website <http://www.greenhillsschool.org/> for online course descriptions. In addition, you may email any schedule questions to our scheduler, Jim Blow at jblow@greenhillsschool.org, (and please label the email "Schedule Requests").
- It is important to note that both the mathematics and foreign language departments require a placement conference and/or exam for all students who want to schedule any course beyond our entry level offerings in these subjects.
- There will be opportunities to have your specific questions answered at the New Family Picnic on Thursday, June 2 at 6:00 pm. We look forward to seeing you there.

Please feel free to contact the admission office should you have any questions. The next major mailing from Greenhills should arrive in early August, and the first day of school is scheduled for Tuesday, September 6, 2011.

Best,

Betsy Ellsworth

Director of Admission and Financial Aid

Greenhills School Calendar for 2011-12

EVENT	DATE
Faculty Meetings	M-Th, Aug. 29 (New), 30-Sept. 1(All)
Labor Day Weekend (No School)	F-M, Sept. 2-5
Opening Day for All Students	Tu, Sept. 6
Parents Back-to-School Night, Grades 9-12	Th, Sept. 15
Parents Back-to-School Night, Grades 6-8	Tu, Sept. 20
Upper and Middle School Parent-Teacher Conferences (No School for Students on Friday, Oct. 7th)	Th, Oct. 6 (3:30 p.m. - 9 p.m.) F, Oct. 7 (8 a.m. - 3:30 p.m.)
Admission Open House - 2-4 p.m.	Su, Oct. 16
Comment Writing Day (No School for Students)	M, Oct. 24
Professional Day (No School for Students)	F, Nov. 4
Admission Open House - 7-9 p.m.	W, Nov. 16
Thanksgiving Break (No School)	W-Su, Nov. 23-27
Semester I Exams	F, Dec. 16 & M-W Dec. 19-21
Holiday Break (No School)	Dec. 23 - Jan. 8
Classes Resume	M, Jan. 9
Martin Luther King Day (No School)	M, Jan. 16
Admission Open House - 2-4 p.m.	Su, Jan. 22
Mid-Winter Break (No School)	Feb. 20-24
Auction for Excellence	Sa, Mar. 10
Spring Musical (<i>actual days to be confirmed</i>)	Th-Sa, Mar. 22-24
Spring Vacation	F, Mar. 30 - M, Apr. 9
Classes Resume	Tu, Apr. 10
Advanced Placement Exams	M-F, May 7-11 & May 14-18
Professional Day (No School for Students)	M, May 7
Senior Projects - 5-9 p.m.	Th, May 24
Memorial Day (No School)	M, May 28
Final Exam Study Day (No School for Students)	F, June 1
8th Grade Recognition - 5-6 p.m.	Th, June 7
Commencement - 3 p.m.	Su, June 3
Final Exam Week	June 4-8

NEW STUDENT CHECKLIST

We hope this checklist helps you to remember to complete the actions required before the opening of school for 2011-12. Early completion of these items will help ensure a smooth transition to Greenhills for your child(ren).

Item/Action	Due Date
<input type="checkbox"/> Course Selection Sheet	Thursday, June 2, 2011
<input type="checkbox"/> New Family Picnic	Thursday, June 2, 2011
<input type="checkbox"/> Math Placement Conference	By June 2, 2011 (if required)
<input type="checkbox"/> Foreign Language Interview or Placement Test (if required)	As soon as possible
<input type="checkbox"/> Official High School Transcript	Mail request form to current school (entering grades 10-12 only) as soon as possible (many schools close or have reduced staff in summer months)
<input type="checkbox"/> Student Physical Exam	Monday, July 25, 2011
<input type="checkbox"/> Immunization Card	Monday, July 25, 2011 (Be sure to complete all immunization dates before returning the form)
<input type="checkbox"/> First Day of School	Tuesday, September 6, 2011

GUIDELINES FOR ATTIRE

These guidelines are intended to help you decide what your child should wear to Greenhills.

The general policy for dress and grooming is simply that **students are expected to be clean, neat, and tasteful. Specifically: Torn, dirty, tattered, frayed, or see-through clothing is unacceptable.** *There is to be no offensive writing or offensive pictures on clothing* (i.e., no reference to alcohol, tobacco, drugs, nudity, obscenity, and violence). *Tank tops and short shorts are not permitted.* The midriff is to be covered at all times and shoes must be worn at all times. Athletic attire, including athletic shorts, boxer shorts, lycra spandex and sweats, is reserved for use in the gym or on the playing fields and may not be worn elsewhere at school.

Special Dress Days

Boys are required to wear jackets, shirt and tie, or sweater, shirt and tie, and slacks/trousers (**no denim clothing, no t-shirts**).

Girls should wear a skirt or dress slacks, blouse or sweater, or dress (**no denim clothing, no t-shirts**).

TRANSPORTATION

For a fee, Greenhills School will provide before school transportation for families in the Western Wayne and Southern Oakland Counties (Plymouth, Canton, Northville etc.). The bus route and fee will be contingent on the location of families and the number of riders.

For families living in the Ann Arbor Public School District (AAPS), their morning buses serve our School. The AAPS bus schedule will be released on their website in late August. If you have questions about the AAPS bus service, please contact their transportation department at 734.994.2330.

Greenhills does not provide after school transportation and due to differing schedules, the AAPS can not provide their service either.

Finally, for families who live outside of these two areas, the Admission Office will try to help you arrange car pooling with other families.

Greenhills does not provide transportation to or from school. The Ann Arbor Public School busses do drop off here. The Admission Office will try to help you arrange car pooling if you live out of town. Student directories will be available in September. The AAPS bus schedule for next year will be printed in the Ann Arbor News in August. If you have questions in this area, you may call:

WELCOME GREENHILLS PARENTS



SUPPORTING STUDENT ACTIVITIES AT GREENHILLS HAS NEVER BEEN EASIER!

With our Grocery Card Scrip Program you can contribute to the school with minimal time and energy, and best of all without having to purchase things you don't really need.

No wrapping paper – no cookie dough – no extra dollars out of pocket!

Here is how it works.

Participating stores offer the school 3-5% of every dollar you spend when you register with them, or use a Greenhills linked Grocery Card. Each store has their own process, so find your favorite places to shop on our list, and see how easy it is to get started!

It may seem that it will not add up to much, but for this school year alone (our first year school wide) this program has generated almost \$7,000.00

Our potential is much greater, and it is all up to YOU!

We need 100% participation!

All we are asking is for a moment of time to set yourself up with our program, and then you will be contributing to your child's school without spending an extra penny!



Kroger – Link your Kroger Plus card to Greenhills by going to www.krogercommunityrewards.com. Follow the instructions and enter our organization #82731, it will only take moment and you will be linked for a year. (Renewable every April) Every time you use your Kroger Plus card you will be earning money for the school.



Busch's – Obtain a rechargeable gift card from Greenhills main office or a parent representative. Sign up for Busch's MyWay program registering the number on the back of your card. The cashier will show you how to load and use your card to pay for your groceries.



Hilliers – Obtain a rechargeable gift card from Greenhills main office or a parent representative, and load it at the stores customer service counter before you shop. Then use your gift card to pay for your groceries. It is one extra step, but worth \$'s for the school.



Plum Market – Link your Plum Market Rewards card to Greenhills school by calling 248 487-7007. Give your name, school, and reward card number (on back of card) and that's it! Every time you shop you will be earning cash for the school.



Whole Foods Market & Holiday Market Canton

-Gift cards are not currently rechargeable at these stores so we will have the cards available for purchase at Greenhills main office. If you require a large amount (over \$300) you can e-mail wishnousky@comcast.net and place an order. Your order will be available for pick-up at the office within a few days.



Arbor Farms – Purchase your rechargeable gift card at the office for \$20. (Arbor Farm cards are loaded with \$20) Cards are rechargeable at the customer service desk.



Target – If you have or acquire a Target REDcard then you can link your card to Greenhills by calling 1 800 316-6142. 1% of your purchases will go in support of Greenhills students!

Need more information contact:

Annie Wishnousky 734 335-7155 wishnousky@comcast.net Upper School Representative

Annette Foland 734 332-8600 amfoland@mac.com Middle School Representative



555 Towner St, P.O. Box 0915
 Ypsilanti, MI 48197-0915
 Phone: (734) 544-6700

School Entry Immunization Documentation Requirements for the 2011-2012 school year

Since 1978 Michigan Law requires that each student upon entry into kindergarten or into a new school district involving grades 1-12 possess a certificate of immunization at the time of registration and no later than the first day of school. Additionally, an immunization assessment must be completed for each sixth grade student. These laws were implemented to ensure that children are adequately immunized against vaccine-preventable diseases prior to achieving adolescence.

Prior to a child entering or attending school, parents or guardians are required to produce documentation confirming their child has received all required immunizations, or in the alternative, their child has received at least one dose of each required immunization and is awaiting receipt of subsequent doses to be administered at appropriate intervals. There are also provisions to waive vaccines under certain circumstances.

Please refer to the chart below when you have questions regarding the required immunizations for your student. If you have a *kindergarten student, a sixth grade student, or are enrolling a student who is new to the school district or new to a private school* you must present immunization documentation to your school at the time you register that student or not later than the first day of school.

Required Childhood Immunizations for Michigan School Settings

Entry Requirements for All Public & Non-Public Schools		
Age → Vaccine** ↓	4 years through 6 years	7 years through 18 years including all 6th grade students
Diphtheria, Tetanus, Pertussis	4 doses DTP or DTaP, one dose must be on or after 4 years of age	4 doses D and T OR 3 doses Td if #1 given on or after 7 years of age. 1 dose of Tdap for children 11 through 18 years IF 5 years since the last dose of tetanus/diphtheria containing vaccine.
Polio	4 doses, if dose 3 administered on or after 4 years of age, only 3 doses are required	3 doses
Measles,* Mumps,* Rubella*	2 doses on or after 12 months of age	
Hepatitis B*	3 doses	
Meningococcal	None	1 dose for children 11-18 years of age
Varicella* (Chickenpox)	2 doses of varicella vaccine at or after 12 months of age OR current lab immunity OR reliable history of disease	

* Current laboratory evidence of immunity is acceptable instead of immunization with antigen.

For more information, please refer to www.michigan.gov/immunize

** All doses of vaccines must be given with appropriate spacing between doses and at appropriate ages to be considered valid.

Administration of Medications by School Personnel 2011/12

Michigan law requires a physician's written order along with the parent/guardian signature of authorization for administration of all prescribed medications. Only parent/guardian signature of authorization is required for non-prescription drugs used on an occasional basis.

Authorization Form

Signature of physician and parent/guardian required for all prescribed medications; parent/guardian signature required for all over-the-counter (OTC) medications.

Name of Student: _____ Date of Birth: _____

Drug:	1.	2.	3.
Dosage:			
Time(s) of Administration:			
Route of Administration:			
Possible Side Effects:			
Special Instructions and/or Comments:			

Physician's Signature: _____ Date: _____

Address: _____ Phone: _____

Authorization of Parent/Guardian Concerning the Administration of All Above Medications by School Personnel

1. No prescription medications will be given without a physician's order, signed by the physician.
2. All prescription bottles must be labeled by the pharmacy with a current date, the name of the student, name of medication and strength of medication.
3. OTC medications must be contained in a labeled, original container.
4. The medication in any bottle must be the same medication as stated on the label.
5. No OTC medications will be given without a parent/guardian signature.
6. Any change in prescription medication including a change in dosage or the discontinuation of the medication must be accompanied by a physician's order.

I hereby permit school personnel to administer medications as directed by the physician and/or myself to the above named student and will not hold Greenhills School or its staff/faculty responsible for complications related to the medication pursuant to P.A. 451 of 1976-S1178.

Parent/Guardian Signature: _____ Date: _____

NEW STUDENT – TRANSFER INFORMATION 2011-12
For all New 10th, 11th, and 12th grade students

Yes No I am interested in participating in athletics this school year.

To be completed by new student and parents. **For internal school use; do not send this form to the MHSAA.** This form is designed to assist in researching athletic eligibility at Michigan High School Athletic Association member schools for students in grades 9-12, **except those entering the 9th grade for the first time.** Consult *MHSAA Handbook* Int. 64 and 76 assist in determining whether residential changes are full and complete. **Int. 37 states two current and complete documents are prerequisites for participation: Physical Exam/Consent Form and official school record (transcript) since first enrolling in the 9th grade of any school.**

THIS SECTION COMPLETED BY SCHOOL & STUDENT	Number of classes for which credit has been given in the previous academic term: _____
	Number of potential classes for a full-time student in our high school: _____
	Official enrollment date (in school books & attending one or more classes) ____/____/____
	Number of semester's _____ and/or trimesters _____ in grades 9-12 <u>completed</u> to date.
	In what school year did the student end the 8 th grade (and begin grade 9)? 20__ - 20__.
	Has the student repeated any grade 9-12? Yes _____ No _____

STUDENTS NAME _____ GRADE _____ BIRTHDATE ____/____/____

PHONE: _____ EMAIL: _____

CURRENT (NEW) ADDRESS _____ CITY _____ STATE _____ ZIP _____

DATE OF RESIDENCE CHANGE INTO CURRENT (NEW) ADDRESS _____

CURRENT (NEW) PUBLIC SCHOOL DISTRICT IN WHICH YOU RESIDE _____

OLD HOME ADDRESS _____ CITY _____ STATE _____ ZIP _____

OLD PUBLIC SCHOOL DISTRICT OF RESIDENCE _____

PARENT(S) or GUARDIAN(S) _____ Phone: _____

1. The last school the student attended: _____

2. While enrolled at former school, the student lived with _____

(Note all people: Parents, guardians, siblings, or others)

YES NO The student lived with the above for at least 30 days during the most recent previous academic term.

3. The student now lives with _____

(Note all people: Parents, guardians, siblings, or others)

CIRCLE THE CORRECT ANSWER:

4. 8 9 10 11 12 Circle the highest grade in which the student was enrolled at the previous school.

5. YES NO The school previously attended is a nonpublic, private or parochial school.

6. YES NO The student is a "Ward of the Court/State" and was placed in this school district by court order.

7. YES NO The student is a foreign exchange student. COUNTRY _____ VISA: F-1 J-1

7a. Name of Exchange Program _____

7b. YES NO The program is on the current CSIET Approved Listing.

8. YES NO The student's previous school has been closed, dissolved or reorganized (See Int. 63 & 86)

9. YES NO The student's parents are divorced. If divorced, give decree date: Month _____ Year _____

10. YES NO The student is 18 or under; if 19 his/her birthday is on or after Sept. 1 of this school year.

11. YES NO Last year, the student was a student at a boarding school, or while enrolled out of state attended a sports academy.

12. YES NO The student is 18 and moved into this district without parents.

13. YES NO The student is a 9th or 10th grader and has not participated in any MHSAA sponsored sport.

14. YES NO The student participated in a cooperative program involving his/her previous school and our school

15. YES NO The student wishes to discuss her/her situation with the athletic director.

OVER

THIS FORM MUST BE GIVEN TO THE ATHLETIC DIRECTOR OR PRINCIPAL FOR IMMEDIATE EVALUATION

STUDENT OR PARENTS - DO NOT WRITE BELOW THIS LINE

School Administrators should complete the following:

The eligibility status of this student at _____ High School is checked below.

- _____ This student is IMMEDIATELY ELIGIBLE to participate in interscholastic athletics.
- _____ This student will be eligible upon completion and processing of the Educational Transfer Form.
- _____ There is a question about the eligibility of this student and he/she may not participate in interscholastic athletics until written permission is given by the Principal.
- _____ This student is NOT ELIGIBLE to participate in interscholastic athletics.
- _____ This student may be ELIGIBLE effective ___/___/___

SIGNED: _____
Athletic Director

DATE: _____

SIGNED: _____
Principal

DATE: _____

DO NOT SEND THIS FORM TO THE MHSAA
This form is intended for local use only – MAY BE DUPLICATED

This form was designed to assist schools in compiling information to determine eligibility under MHSAA Regulations. It is not possible to immediately and unconditionally determine eligibility.

Schools should fill in their school name at the top this page and provide copies of forms to be included in the enrollment material. Schools should make this form available in the guidance, administration and athletic offices. Request that the form be submitted as soon as possible after enrollment, to the athletic director for his/her evaluation. Schools may meet with students and parents to further clarify eligibility issues. Schools may contact the MHSAA for assistance.

Assistance in Applying the MHSAA Transfer Rule and Interpretations

The reverse side of this form is based upon the following MHSAA Regulations, Sections and Interpretations. Administrators should consult the *MHSAA Handbook* and then, if necessary, the MHSAA staff to assist in processing a new student transfer. The only interpretations that are official are those received in writing.

The boxed information is intended to provide evidence to address Regulation I, Section 2 (age eligibility), Section 4 (maximum enrollment), Section 7 (previous academic term record), and Section 9(A) (transfer student). A transfer student must be enrolled prior to set dates to participate in MHSAA tournaments (eg. before Oct. 1 for Fall sports).

The CAPITALIZED INFORMATION on residence relates to Regulation I, Section 9 exceptions regarding residence change "from one public school district to a different public school district." Exceptions: 1, 2, 3, 4, 5, 8, and 12.

- Line 1: Indicates type of school: public, nonpublic or charter school.
- Lines 2/3: Regulation 1, Section 9(A), Exception 1, (30 days) Interpretations 64 and 76.
- Line 4: Determine grade level. Regulation 1, Section 9(A), Exceptions 10 and 11.
- Line 5: Verification of line 1 and Interpretation # 61.
- Line 6: Regulation I, Section 9(A), Exception 3.
- Line 7: Regulation 1, Section 9(A), Exception 4. J-1 VISA usually (not always) provides eligibility. The F-1 VISA is not issued to exchange students. See Interpretations 82-85 and mhsaa.com for CSIET listing.
- Line 8: Regulation I, Section 9(A), Exception 6, (also see Interpretations 63 and 86)
- Line 9: Regulation I, Section 9(A), Exception 8 (allowed one time. See Educational Transfer Form on mhsaa.com). If student is moving between parents who never married see Interpretation 88.
- Line 10: Regulation I, Section 2.
- Line 11: Regulation I, Section 9(A), Exception 2 or Exception 1, Interpretations 60 & 66 (out-of-state sports academy).
- Line 12: Regulation I, Section 9(A), Exception 12 (allowed one time. See Educational Transfer Form).
- Line 13: Regulation I, Section 9(B). Subvarsity for 9th or 10th grade students with no athletic participation.
- Line 14: Regulation I, Section 9(C). Former school must concur and student must have participated in the co-op.
- Line 15: Acknowledges that the student or parents need to discuss the matter of eligibility further.

AUTHORIZATION FOR RELEASE OF SCHOOL RECORDS

TO THE PARENTS OF NEW HIGH SCHOOL STUDENTS:

Greenhills School policy requires an official high school transcript for all new students enrolling at Greenhills in grades 10-12. Credit can not be granted for completed course work in grades 9-12 at your child's previous school(s) until we receive an official school transcript. Greenhills School cannot directly request a student's records; the request must be made through you. Please complete this form and send to the appropriate school(s) immediately.

TO THE SCHOOL:

Authorization

I hereby authorize _____ School to immediately release copies of the requested records of (student's name) _____ at the earliest date as there is a deadline for receiving this material.

Reason for Request

Enrollment at Greenhills School in grade ____ for the ____ school year.

Records to be Sent

Please send these records for all high school years:

- * Official transcript of all semester grades for grades 9-12, including the current year. The transcript should be signed by an appropriate school official and should bear the school seal.
- * Test results (CAT, PSAT, SAT, ACT, etc.)
- * Records of special awards

Please send the above records to: Melvin Rhoden
Director of Admission & Financial Aid
Greenhills School
850 Greenhills Drive
Ann Arbor, Michigan 48105
(734) 769-4010

(name of student)

(birthdate)

(present grade)

(parent signature)

(date)

(student signature)

(date)

9-12 Math Placement, Calculator Requirements and Math Teacher Recommendation for Students New to Greenhills

1. All students are expected to obtain a recommendation from their current math teacher using the **enclosed recommendation form**. It is very helpful if the current math teacher can indicate clearly the next course they would recommend and whether the current course is considered accelerated.
2. Please refer to the **online** course guide for course descriptions and for typical course sequences. Questions should be directed, via **email**, to Kathy Hall, Math Placement Coordinator at khall@greenhillsschool.org. Enclosed is a flow chart of the high school math courses.
3. A few students enter ninth grade without having had a **full first-year of Algebra** and we do require such a course. New students who have not fulfilled this requirement will be placed into an Advanced Algebra I course.
4. **Students who have successfully completed a full first-year Algebra course** with a grade of at least C- will be placed into Geometry, or Geometry Honors. The level of Geometry into which the student is placed will be based on grades in previous math courses, teacher recommendation, and a placement test if necessary. Kathy Hall will contact you to discuss placement and you may contact her as soon as you like.
5. **Students who have successfully completed full courses in both Algebra I and Geometry**, with grades of at least C- in each, will be placed into Algebra 2 or Algebra II Accelerated. Placement will be based on grades in previous math courses, teacher recommendation, and a placement test in some cases. The Algebra II Accelerated course assumes mastery of Algebra I topics as well as a desire to pursue theoretical material. Entry into the Accelerated course may require a placement test but we try to get as much information as possible from the student, parents, and current teacher. The placement test included material from both Algebra and Geometry.
6. **If a student has successfully completed Algebra I, Geometry, and Algebra II** with grades of at least C- in each, an interview, or email conversation with Kathy Hall (khall@greenhillsschool.org) will determine math placement.

CALCULATOR USE AT GREENHILLS

The math classes at Greenhills School all make extensive use of the capabilities of Texas Instruments graphing calculators. However, for students in grades 6 and 7, their calculator needs are well-served by a less expensive scientific calculator; classroom sets of the TI graphing calculators are available in these classes when teachers feel that their use is appropriate. The students in *all other math classes* should own their own graphing calculator. In these classes, the graphing calculator will be used on a regular basis, both in class and for homework assignments.

The math department requests that all students enrolled in a math course other than 6th or 7th grade math obtain a TI-83/83+ or TI-84 for their own personal use. Because other calculator models such as the TI-82, TI-85, TI-86, TI-89, TI-92 or other brands do not perform some functions that we require in our classes, we do require that students have the TI-83/83+ or TI-84 for classroom use.

Please realize that as the technology becomes increasingly sophisticated, new models of calculators come out each year; we cannot guarantee that this calculator purchase is the last one that your son or daughter will ever need to make.

The math department's recommendations for calculator purchase are:

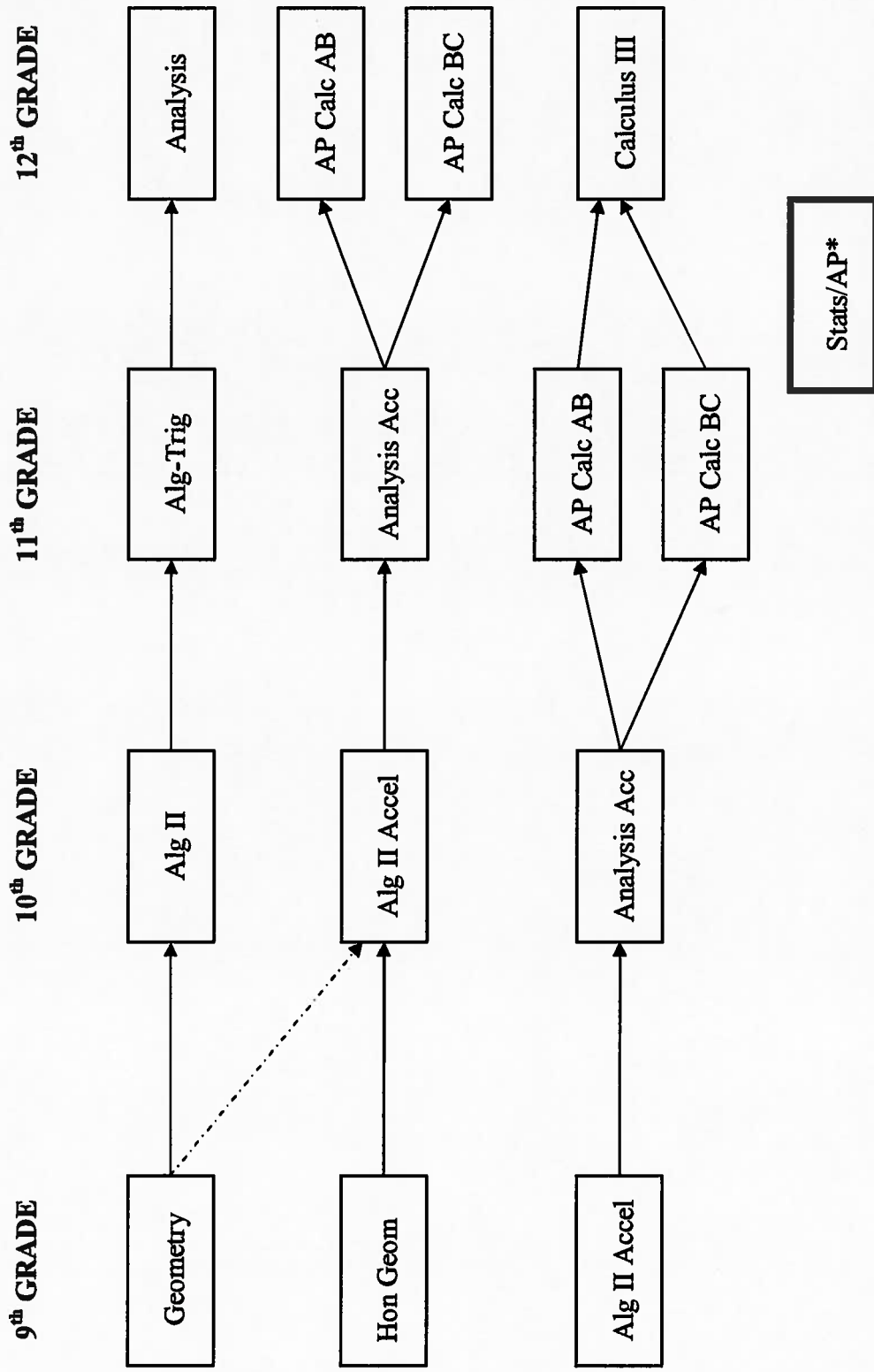
- **6th Grade: TI-30XII (either battery- or solar-powered)**
- **7th Grade: TI-30XA, TI-83/83+, TI-84 or other scientific calculator**
- **All other grade levels: TI-83/83+ or TI-84**

Be sure that your child's calculator is easily identifiable with his or her name.

If you have any questions about calculator use, please contact the Math Placement Coordinator, Kathy Hall (khall@greenhillsschool.org). If purchasing the required calculator is a financial concern, please contact Ms. Hall or Betsy Ellsworth, Director of Admission & Financial Aid (bellsworth@greenhillsschool.org).

GREENHILLS UPPER SCHOOL MATHEMATICS SEQUENCES

This chart shows typical course sequences followed by our upper school students. These paths are by no means static. We have a flexible curriculum, and various transitions between levels are possible throughout. Some transitions require additional work outside of school. Any such transitions are approved in special cases and only after consultation between the student, teacher, parents, and placement coordinator. ***NOTE:** Statistics and AP Statistics are elective courses that are open to 11th and 12th graders, following completion of Algebra-Trig or Analysis Accelerated. Many student elect Statistics in conjunction with another math course during the senior year.



MATH TEACHER RECOMMENDATION

Dear Math Teacher: Your input is valuable. Thank you for your time. Please complete this form and return to Kathy Hall, Math Placement Coordinator, Greenhills School, 850 Greenhills Drive, Ann Arbor, MI, 48105.

_____ has enrolled at Greenhills School for the 2011-12 school year. In order to place the student in the most appropriate math class, we would appreciate your help in answering the following questions.

How long have you known this student? _____
In what capacity? _____

What is the title of your math course? _____

If different levels are available, how would you describe your course?
Honors Accelerated Standard Slow paced

What text(s) do you use? _____

Compared with other math students in your school, in which quartile would you rank the student?
First (top 25%) Second Third Fourth (bottom 25%)

What grade have you given or do you anticipate giving this student in your class for the year?
A B C D F _____ %

We require a full year of Algebra 1 before entering Geometry and a full year of Geometry before Algebra 2 or Algebra 2 Accelerated. Tenth grade students who have not had a full year of Geometry sometimes take both Algebra 2 and Geometry concurrently. We offer two levels of Geometry and two levels of Algebra 2. Our accelerated track is challenging, theoretical and fast-paced. Accelerated students are expected to be motivated and responsible and are required to seek help when they need it.

What course would you recommend this student take next year? _____

Further observations that would help us place the student appropriately:

Teacher Name _____ email: _____

School Name _____ School Address _____

Feel free to email Kathy Hall, (khall@greenhillsschool.org) for further clarification.

Greenhills English Department: Mission Statement

The English Department challenges students to develop vigorously and with pleasure their ability to read, think, speak and write. Students explore works representing a variety of genres, media and cultures. Instruction emphasizes 1) close reading focused on structure, rhetoric and figurative language, 2) critical, creative, moral, emotional, and historical thinking, and 3) effective writing. Reading and writing assignments increase in complexity both within a given year and throughout the seven years of instruction. Grammar and usage are taught formally in the Middle School and reviewed as needed and integrated with writing instruction in the Upper School. A similar approach is used with the study of vocabulary. This thorough study of language and literature reinforces the school's mission of encouraging students to develop their full potential as thoughtful, articulate, creative, curious and responsible citizens whose lives have balance and a capacity for self-renewal.

Course Guide: Upper School

English I: Self and Story

This required course introduces students to important works of literature, both ancient and modern, within a framework of focused discussion of literary ideas and techniques. As students review and discuss the literature, they examine several aspects of the coming of age theme and issues of identity, alienation, and community. While the analytical essay is emphasized, students also write personal and creative pieces. Moreover, a public speaking requirement pushes students to improve their oral communication skills. Major readings may include Homer's *Odyssey*, William Shakespeare's *Romeo & Juliet*, J.D. Salinger's *Catcher in the Rye* and/or similar works. Students also read widely from a diverse collection of short stories and poems. Quality films such as Niki Caro's *Whale Rider* and the Coen Brothers' *O Brother, Where Art Thou?* enhance students' knowledge and understanding of the concepts of self and story in the larger world.

Grade: 9 Credit: 1 Term: All Year

English II: British Literature

The course of English study for sophomores focuses on the literary traditions of Britain and their extension to and reflection within the colonial and post-colonial worlds. This study is not intended to be a full historical survey but rather a representative journey that touches upon major historical, thematic, and formal developments in the language, literature, and culture of our nearest parent culture. The landmarks which define our course of study trace the enduring relevance of the English literary tradition, which includes such authors as Chaucer, Shakespeare, Raleigh, Sidney, Herbert, Donne, Milton, Blake, Coleridge, Keats, Shelley and Wordsworth, and Dickens. Throughout the year special attention will be paid to the relationship between the canon of British literature and the sense of concern which grows with the power and prominence of the British Empire expressed by writers such as Kipling, Yeats, Aphra Behn, Nadine Gordimer, Salman Rushdie, and Derek Walcott. Our intellectual energies will be focused on the skills of close reading, critical analysis, keen commentary and discussion, incisive critical prose as well as developing an authentic narrative voice. Our

writing will include creative as well as analytical exercises with special emphasis on rhetorical strategy and grammar review.

Grade: 10 Credit: 1 Term: All Year

Prerequisite: English I: Self and Story

English III (or English III AP): American Literature

The purpose of this course is to provide students with a broad and firm base in writing and discussion skills that allows them to be confident, thorough, and effective in expressing their ideas. Students read thematically in a variety of genres, ranging from poetry to nonfiction to several challenging and substantive novels drawn from the American literary canon. Emphasis in class discussion and in writing assignments is on analysis of literature both as an exploration of complex ideas and as an art. Students are asked to engage in close textual analysis as they respond meaningfully to the ideas authors present as well as to the literary devices they employ. Writing, both expository and creative, is a primary focus in the class, and art and/or film-making projects may be incorporated in some sections. The AP version of this course adds a special focus on the composition models and techniques that are stressed on the Advanced Placement exam in Language and Composition. Students study essay samples drawn from this test and from other sources, write essays modeled after them, and analyze the prose techniques that writers use. Students in the AP course are encouraged to take the AP Language and Composition exam and will be familiar with the nature of the test if they choose to do so.

Grade: 11 Credit: 1 Term: All Year

Prerequisite: English II: British Literature

English IV/Fine Arts: Acting Shakespeare

This course delves deeply into one Shakespeare play and culminates in a production at the end of the semester. The class aims to capture both the poetic and the dramatic essence of the language, and students explore the text physically as well as through discussion. Before staging of the piece begins, students engage in many exercises and games that allow the text to inhabit the body. Final performances are held in the theater in December. Students are expected not only to act but also to be involved in other aspects of the production, from set construction and costuming to promotion and fund raising. This course may be used to satisfy one semester of the Senior English requirement or a Fine Arts credit, but not both.

Grade: 12 Credit: 1/2 Term: Semester II

Prerequisite: English III (or English III AP): American Literature

English IV/Fine Arts: Playwriting

This creative writing course gives students first-hand experience with the distinct qualities of writing for the stage. Students consider questions, such as: what elements distinguish playwriting from other forms of writing? How does one fashion ideas into dramatic dialogue

and action? Students in this class explore the process of writing plays by reading great plays while working on their own pieces. Each student completes a ten-minute play and a larger one-act play. Students also participate in a group project that may culminate in a production at the end of the semester. Daily classes consist of writing exercises and free-writes, discussion of reading, the sharing of each other's plays and assignments (read by classmates), and engagement in the final project. This course may be used to satisfy one semester of the Senior English requirement or a Fine Arts credit, but not both.

Grade: 12 Credit: 1/2 Term: Semester I

Prerequisite: English III (or English III AP): American Literature

English IV: American Landscapes

In this course we will explore some of the prototypical landscapes that are integral to American identity. For the purposes of the course, the term "landscapes" will be used loosely to refer not only to the natural world, but also man-made environments that structure our sense of ourselves. What aspects of these environments reflect typically American desires and conflicts? How has our culture been shaped by encounters with our environment, and how has our culture shaped the environment in which we now live? Major texts will include Edith Wharton's *The Age of Innocence*, Cormac McCarthy's *All the Pretty Horses*, and Don DeLillo's *White Noise*.

Grade: 12 Credit: 1/2 Term: Semester II

Prerequisite: English III (or English III AP): American Literature

English IV: Into the Modern

This class explores the shift in Western culture that occurs between the Victorian and Modern periods, from the late 19th century through the early 20th century. During that transitional time, many of the innovations from the Victorian period achieved full bloom and became increasingly part of everyday life—both for good and for ill. As the full ramifications and consequences of scientific and social "advancements" became more apparent, Victorian optimism became tempered with confusion and doubts about the continuation of historical progress and Western cultural supremacy. Modernism begins in this moment of cultural pause; we see artists exploring and expressing increasingly subjective perspectives on the world around themselves, seeking truth and meaning in individual experience rather than in social or national norms. This struggle for personal expression and definition is thematically and aesthetically at the heart of Modernist works, and is what makes these texts still so vital today. Major texts will include Stevenson's *The Strange Case of Dr. Jekyll and Mr. Hyde*, Conrad's *Heart of Darkness*, Eliot's *The Waste Land*, and Woolf's *To the Lighthouse*.

Grade: 12 Credit: 1/2 Term: Semester I

Prerequisite: English III (or English III AP): American Literature

English IV: Writing Workshop

This course focuses on the self as a writer. By asking what a writer needs, we make sure that those needs are met and work to discover the tools to submerge ourselves in the writing process. The major element of this class is choice. The student, as the writer, is always in control of his/her writing. The student decides what to write about, what format to write in, and, ultimately, what changes to make to your writing. Writing Workshop also focuses on the idea of audience. Writing is not solely for the writer – it's meant to be read, listened to, and shared. The audience is crucial. Students receive written and oral feedback through one-on-one conversation and small and large group workshops. As the culminating project, students will put together a final portfolio of their best, polished work. A requirement of the final portfolio is for students to send out work for publication. Several resources will be provided – the goal is for students to send out their work (regardless of whether it's actually published or not). In addition, certain pieces will also be published in an online blog format that will showcase the variety of student work from the course.

Grade: 12 Credit: 1/2 Term: Semester II

Prerequisite: English III (or English III AP): American Literature

English IV: Monsters, Freaks, and the Other

This senior seminar explores the idea of monsters through literature. The class will examine different ideas of *others*, including examining cultural notions of the makings of monsters. Essential questions driving the inquiry of the course include: What makes someone or something a monster? How do different cultures perceive the idea of monsters? What makes monsters frightening? What do the different texts say about the idea of being an other? Is a monster/other born or created? In what different ways can someone be a monster? Texts will be pulled from a variety of countries and may include: *Geek Love* by Katherine Dunn – U.S.A., *Perfume* by Patrick Suskind – Germany, *Metamorphosis* by Franz Kafka – Czechoslovakia, *Frankenstein* by Mary Shelley – Britain, *Dracula* by Bram Stoker – Ireland, *Grendel* by John Gardner – U.S.A., *The Monster* by Stephan Crane – U.S.A., *The Strong Breed* by Wole Soyinka – Nigeria, *The Nose* by Ryunosuke Akutagawa – Japan, *The Potato Elf* by Vladimir Nabokov – Russia, *The Ballad of the Sad Café* by Carson McCullers – U.S.A. Film and video may include: *The Cabinet of Dr. Caligari*, *Black Swan*, and an episode of *Dexter*.

Grade: 12 Credit: ½ Term: Semester I

Prerequisite: English III (or English III AP): American Literature

English IV: "Heaven is a Playground": Sport and Culture in America

"If all the year were playing holidays, To sport would be as tedious as to work" (Henry IV). This course explores sport as a cultural text, paying special attention to the question of whether sport merely projects cultural values or constructs them. The class begins by defining sport and considering its philosophical and social implications through the work of Alfie Kohn, Clifford Geertz, Thorsten Veblen, Johan Huizinga, Alan Gutmann, Witold Rybcynski, and George Carlin. The class' work falls under specific rubrics like sport and religion, sport and leisure, sport and politics, sport and race as well as sport and gender. Because the amount of terrific sports literature is so vast, students select a choice reading assignment to

supplement required work. Written work includes a seminar paper, participation in the Seminar Game, and a research paper. Ideally, this course involves some kind of significant field work.

Grade: 12 Credit: 1/2 Term: Semester II

Prerequisite: English III (or English III AP): American Literature

English IV: Great American Novels: *Moby-Dick* and *Uncle Tom's Cabin*

English IV: Great American Novels: *Moby-Dick* and *Uncle Tom's Cabin* In this course, students read only two books: *Moby-Dick* by Herman Melville and *Uncle Tom's Cabin* by Harriet Beecher Stowe. Published within a few years of one another (1851 and 1852, respectively), these two novels have shaped American identity and culture in complex ways. Although Melville's novel sold few copies in the 1850s, it was valorized by literary critics nearly a century later and is now widely considered to be the greatest work of American literature. Although Stowe's novel sold more copies than any other book except the Bible in the nineteenth-century, it was relegated to relative obscurity in the twentieth. Reading either of these books can be a revelatory experience; reading both of them broadens one's understanding of what "America" has come to signify today and could even change one's life. Along with the novels, students examine a host of cultural materials ranging from documents about the architecture of whaling ships and the use of harpoons to parlor games based on ideas about antebellum slavery and images that depict stage productions of Stowe's novel. Students in this class also read what literary critics have said about these texts over the last century and a half. The capstone of the course is a lengthy research essay on one of the two novels. By considering these two great American novels in their cultural and critical contexts, students gain further insight into how American literary history has shaped the culture in which they live.

Grade: 12 Credit: 1/2 Term: Semester I

Prerequisite: English III (or English III AP): American Literature

English IV: Race & Gender in Contemporary Life and Literature

Our growing diversity as a people — and our increasing awareness of the potential richness and possible difficulties brought on by that diversity — is a current reality for people in the United States. More and more, people are realizing that they live and work in a multicultural and global society. Accompanying this awareness are questions, such as: What is the meaning of "diversity"? How are gender and race socially constructed? How are systems of human inequality structured by claims about individual bodies and collective character? Through detailed readings and discussions, this class examines the multifaceted formation of identity across axes of race, ethnicity, gender, sexuality, and class. Students work to create a vision of the complexity of identity by considering how these categories overlap and intersect with one another. Students explore the social construction of race and gender in contemporary American life and literature, with one of the primary objectives being the acquisition of theoretical frameworks to approach the complex social realities of the modern world. Texts include a collection of articles on identity, oppression, and privilege; *A Room of*

One's Own by Virginia Woolf; *Angels in America Part One: Millennium Approaches* by Tony Kushner; and the films *Tropic Thunder* and *Fight Club*.

Grade: 12 Credit: 1/2 Term: Semester II

Prerequisite: English III (or English III AP): American Literature

English IV: Shakespeare on Love

"Love is," according to French theorist Julia Kristeva, "the time in which Subject assumes the right to be extraordinary." Four centuries earlier, Shakespeare dramatized this idea, imagining more ways than anyone before him that the subject may be "extraordinary" in love. The course of study for this class is dedicated to understanding "love" as Shakespeare does, which is to say, as a malady, a cure, madness, salvation, sacrifice, trust and betrayal, self-immolation and self-projection. Students consider love as a philosophical concept and a social (and political) expression of subjectivity or the concept of Self. Critical work combines a rigorous examination of selected plays and sonnets from the literary, historical, theoretical (New Historicism/Cultural Materialism), and performance perspectives. This class also addresses the pesky authorship question, considers issues surrounding text editing, and considers production choices proffered by various directors of the same play. Texts include a number of the following: *Romeo and Juliet*, *Love's Labor's Lost*, *A Midsummer Night's Dream*, *Much Ado About Nothing*, *Antony and Cleopatra*, *Twelfth Night*. Student work will include a philosophical exploration on love, performance assessments, seminar papers, a performance review, and at least one long formal academic essay.

Grade: 12 Credit: 1/2 Term: Semester I

Prerequisite: English III (or English III AP): American Literature

English IV: What's Hip?

"What is Hip?": A Square Study of a Cool Concept San Francisco super band Tower of Power put this funky question to American culture back in the 1960's and in so doing asked a critically important question for any deep understanding of American culture. If Hip can be said to have come from some place, that place would be the often contentious, ever creative relationship between the White and Black experiences and expressions of American life. This course focuses on the history of Hip, using John Leland's outstanding book as a foundation, and considers individual expressions of Hip in music (Muddy Waters, Sun House, Jerry Lee Lewis, Chet Baker, Elvis Presley, Miles Davis, Eminem), in literature (including but not limited to Mark Twain, Jack Kerouac, Norman Mailer, Amiri Baraka, Ishamel Reed, William Gibson—can a Canadian be Hip?), in film (Dennis Hopper, Quentin Tarentino), and in spoken word (Lord Buckley, Lenny Bruce, Richard Pryor, Dave Chappelle). Given sufficient time, students also consider the commodification of Hip detailed in Thomas Frank's book *The Conquest of Cool*. Student work consists of seminar papers on individual Hip performances, a Voicethread presentation for a Hip Encyclopedia, an entry to a "What Green People Like" wiki, and a final research paper.

Grade: 12 Credit: 1/2 Term: Semester I

Prerequisite: English III (or English III AP): American Literature

English IV: [t]ex[t]position, or Reading Theoretically

[T]ex[t]pos is dedicated to the work of writing about reading, where "reading" is a multivalent act involving a series of presumptions about the act itself. The job of students is to explore the notion of the "sign" as defined by Ferdinand Saussure, considering how the sign operates or fails to operate with respect to such topics as culture, power, self, gender, and race. Students read the work of philosophers and critical thinkers like Plato, R. P. Blackmur, Cleanth Brooks, Marx, Althusser, Roland Barthes, Jacques Derrida, Michel Foucault, Luce Irigaray, Carol Gilligan, Houston Baker, Jr., Henry Louis Gates, Jr, and Joyce A. Joyce, taking as texts everything around them that attempts to signify: our "literature," our school, our culture, our selves. The course concludes by considering Huston Smith's essay "Beyond Postmodernism" in relation to Antoine de Saint Exupery's classic tale *The Little Prince*. Class work will include quizzes, a seminar paper, and two academic essays.

Grade: 12 Credit: 1/2 Term: Semester II

Prerequisite: English III (or English III AP): American Literature

Greenhills School
Department of Modern and Classical Languages
Upper School Language Study

Introduction and Departmental Philosophy

Our Department of Modern and Classical Languages philosophy is derived from three basic beliefs: (1) that learning a foreign language is a life-long process, (2) that the knowledge of more than one language contributes to being a truly educated person, and (3) that language and communication are at the heart of the human experience.

Throughout the program, we provide our students with an encouraging, nurturing, inclusive and supportive classroom atmosphere in which risk-taking is welcome. We encourage all of our students to experiment creatively with their foreign language so they can truly progress and reach their potential. Placed in a communicative framework, our students are active learners every day as they strive for excellence and develop strategies for life-long language learning. Our program is designed to satisfy the many different ways in which our students might use foreign languages in the future, be it for academic or personal goals. Therefore, our classes combine a rigorous, scholarly approach with a broad understanding of and appreciation for the ways in which language is used on a daily basis. Finally, by studying classical and modern languages and interacting with ancient and modern civilizations, our students gain valuable insights into language development and the human experience. The traditional linguistic skills - reading, writing, speaking, and listening - are embedded in a creative, motivating and cultural context that maintains an awareness of the goals outlined as National Standards (communication, cultures, connections, comparisons, and communities) and accordingly always connect the students with the larger aspects of the language they are learning. Through their direct interactions with traditions, history, literature, politics, music and art, our students experience the richness of the world's diversity.

It is difficult to imagine any future profession, career, or leisure activity that will not be enhanced by the ability to communicate efficiently and sensitively with others, both in English and other languages. Though we cannot foresee exactly which world language will be the most useful later in life for each of our students, those who have gone through the entire process of learning a second or third language will have gained skills and an openness that will make the learning of any future languages easier. Therefore, we encourage our students to stay with their languages for as long as they can.

Greenhills School
Department of Modern and Classical Languages
Upper School Language Study

Points of Importance

1. Students may study French, Latin, Spanish or Chinese (or more than one) in grades 9 - 12.
2. To meet graduation requirements a student must complete successfully two consecutive levels of the same language (French, Latin, Spanish or Chinese) within grades 9 - 12. A third year is strongly recommended for college or university entrance and, in fact, most of our students complete the entire sequence of language study available to them in the high school.
3. Students are encouraged to consider the possibility of adding a second foreign language. Interested students should approach any teacher in the department for help in arranging this.
4. Level V classes bring students to an exciting level of sophistication and mastery. Colleges often require four terms of a foreign language (four high school years). By fulfilling this requirement in high school, students may have the opportunity to place out of the requirement and to enter upper-level classes in college or to begin a new language.
5. Students may take Advanced Placement exams in French IVAP Language or Spanish IVAP Language or Latin IV/V-AP (Vergil).
6. The Department of Modern and Classical Languages has used recent changes in College Board AP offerings as an opportunity to rethink its upper level courses. At Greenhills in each of the languages we want to teach the most advanced level classes and encourage as many students as possible to continue with language to the end of Level V. Please check the online course guide to see the exciting offerings that exist at Level V.
7. Students at all levels have the opportunity to participate in national language competitions.
8. Students new to Greenhills with previous significant language study will be interviewed and tested for placement in the appropriate course.
9. Please note that students in foreign language courses must receive a grade of C or higher on their June final exam in order to advance to the next level.

10. The Department of Modern and Classical Languages organizes a special Foreign Language Week every year that celebrates languages and language learning and offers many special activities.

11. There are special opportunities within the program for advanced students to work with teachers independently.

12. We encourage and facilitate the building of tutoring relationships between older and younger students. Advanced students receive community service hours for their participation.

13. Exciting travel opportunities are available for high school students in each of the four language programs.

Greenhills School
Foreign Language Study in the Upper School
Languages Offered: French, Latin, Spanish, Chinese
Levels I, II, III, IV, IVAP, V

Option 1: Continue with the same language from Middle School

- ◆ most popular option
- ◆ arrange for a placement interview/test
- ◆ enables the completion of the entire sequence of study in language, either to the end of Level IV or IVAP, or to the end of Level V depending on placement result and entry level
- ◆ Level V combines politics, current events, literature, history, and many other areas of study

Option 2: Begin a new language in the Upper School

- ◆ fresh start, new beginning
- ◆ sign up for Level I
- ◆ enables a student to finish to the end of Level IV or IVAP

Option 3: Add a second language in the Upper School in combination with option 1 or option 2

- ◆ For those who truly enjoy language study
- ◆ Many combinations and scheduling options are possible
- ◆ Can be done in any high school grade

Greenhills School Foreign Language Requirement

- ◆ Two consecutive levels of study of a language in Upper School
- ◆ 3 years of study are highly recommended
- ◆ In fact, we encourage all of our students to complete our entire sequence of study in the upper school, that is to the end of Level V.

Contact Information

- ◆ For questions and further information:
Jeffrey Allen, Department of Modern and Classical Languages Chair
Email: jallen@greenhillsschool.org school phone: 205-4008

GREENHILLS SCHOOL

DEPARTMENT OF FINE AND PERFORMING ARTS

Middle School & Upper School Arts Overview

Middle School Fine and Performing Arts

Greenhills Middle School arts program offers myriad opportunities for students to experience the arts first-hand. At the Middle School level, the Fine and Performing Arts includes: visuals arts, speech, drama, and music. Students participate in all of these offerings throughout the year. One semester of visual arts class introduces students to a variety of arts media. Speech and drama workshop is taught during the other semester. All students study and perform music all year as members of the band, orchestra, or choir. We encourage eager, open, and curious students to discover their artistic, dramatic, and musical potential. Students grow artistically and musically through study creation, and performance.

The mission of the Greenhills middle school arts program is to offer a wide variety of artistic experiences to all of our students, allowing all students to explore their artistic, musical, and dramatic talents.

To view a detailed description of course offerings please go to the main Greenhills website.

<http://www.greenhillsschool.org/programs/courseguide.php>

Specific offerings include:

Visual Arts

Curricular offerings for academic credit

Art 6: Meets daily for 5 two-week sessions per year.

Art 7 & 8: Meets every other school day for one semester in both 7th and 8th grade.

Projects Include: Drawing, Painting, Printmaking, Fiber Arts, Metal Working, and Ceramics.

Extra-Curricular Offerings

Open Art Studio-After school

Individual and class exhibits

Dramatic Arts:

Curricular offerings for academic credit

6th Grade Drama: speech, improvisation, movement, stage presence.

Drama 7/8: One semester each year, including work in speech, short plays, movement, staging. Meets every other school day for one semester in both 7th and 8th grade.

Extra-Curricular and Co-Curricular offerings and performances

Forensics-public speaking competition

Middle School Play

McDowell Awards Presentations (Production of student-written plays)

Annual Halloween Concert

Musical Arts

Curricular offerings for academic credit

*Orchestra: string players work on a variety of string literature and techniques.

*Band-wind: brass, and percussion players study band literature.

*Chorus: vocal development through study of a variety of choral works.

Orchestra, Band, and Chorus are divided into two sections by grade. These courses meet every other school day for the entire school year.

Extra-Curricular offerings and performances

*Solo and Ensemble Festival-open to instrumentalists in the 7th and 8th grades who are members of the band or orchestra.

*Band and Orchestra Festival-MS band and orchestra competition in the spring
Evening and all school performances

Upper School Fine and Performing Arts

Greenhills Upper School arts program offers numerous opportunities for students to experience the arts first-hand. Visual arts classes give students the experiences of working in ceramics, painting, printmaking, drawing, sculpture, and art photography. Performing arts opportunities are considerable, with musical groups from chamber music to full orchestra and choir. Students can perform dramatically in offerings ranging from class work and technical study to acting in plays and special events. Our mission is to offer a wide variety of artistic experiences to all of our students, with the aim of including everyone interested in exploring their artistic, musical, and dramatic talents.

To view a detailed description of course offerings please go to the main Greenhills website.
<http://www.greenhillsschool.org/programs/courseguide.php>

Specific offerings include:

Visual Arts

Curricular offerings for academic credit

Printmaking

Painting

Introduction to Art

2D/3D Design

Art Photography

Advanced Art Photography

Ceramics (I, II, III)

To view student work samples please go to the main Greenhills Website Art Gallery:

<http://www.greenhillsschool.org/gallery/?id=1>

Extra-Curricular Offerings

Open Art Studio-After school

Individual and class exhibits in the Greenhills Gallery space

Art competitions in and around Ann Arbor: Ann Arbor Art Center, Congressional District Show, Washtenaw Area Teens for Tomorrow, and Neutral Zone

Dramatic Arts:

Curricular offerings for academic credit

Acting and Directing

Technical Theatre

Senior Shakespeare production

Extra-Curricular and Co-Curricular offerings and performances

Forensics

Fall Play

Spring Musical

Voodoo Theatre Company (Student run theatre company)

Activate the Cure (Breast Cancer fund raiser: Student run)

McDowell Awards Presentations (Production of student-written plays)

Musical Arts

Curricular offerings for academic credit

Orchestra

Wind Ensemble

Chamber Orchestra (advanced string players)

Chorus

Chamber Singers (advanced vocalists)

Jazz Lab, Studio Jazz

Extra-Curricular offerings and performances

Solo and Ensemble Festivals for instrumentalists and vocalists
Orchestra Festival
Chamber Music Festivals/competitions
Community Performances
Jazz "gigs"
Classical Concerts /assemblies
Pops Concert
Halloween Concert
State Honors Orchestra/Band/Chorus

We welcome eager, open, and curious students to discover their artistic, dramatic, and musical potential. We endeavor to find an appropriate place for each student to grow artistically. We hope you will make the arts an important part of your Upper School experience.

For more information about specific arts offerings please contact us:

Robert Kinnaird rgkphoto@greenhillsschool.org

Department Chair, Art Photography, Ceramics, 2/d 3/d Design, Intro to Art

Neil Donato ndonato@greenhillsschool.org

Middle School Bands, US Jazz Lab & Studio Jazz

Benjamin Cohen bcohen@greenhillsschool.org

MS Choir, US Choir, Chamber Singers, Music Director for Spring Musical

William McClain wmcclain@greenhillsschool.org

6th Grade Orchestra, 7th&8th grade Orchestra, US Orchestra, Chamber Orchestra, Wind Ensemble

Emily Wilson-Tobin ewilsontobin@greenhillsschool.org

Theatre Director, MS Drama, Acting Directing, Spring Musical Director

David Early dearly@greenhillsschool.org

Theater Manager, Technical Theatre

Nicole Burroughs nburroughs@greenhillsschool.org

6th, 7th, and 8th grade Visual art, and Printmaking, Painting in the Upper School. – This email will not be active until fall 2010

Barb Ebeling bebeling@greenhillsschool.org

MS/US Forensics, & 6th grade drama

Nancy Heusel nheusel@standrewsaa.org

Upper School Fall Play

GREENHILLS SCHOOL - COURSE REGISTRATION FORM FOR 2011- 2012

NAME/GRADE(2011-12) _____

INSTRUCTIONS:

Place an "X" next to the courses you wish to enroll in for 2011-2012.
Check the **COURSE CATALOG on-line** for prerequisites and graduation requirements.
For courses that require **DEPT. PERMISSION (*)**, Contact Department Chair.
Be sure this form is signed by a **PARENT**.
Return this form to the **Admission Office**.

ENGLISH

YEAR LONG COURSES

- _____ English I (9)
- _____ English II (10)
- _____ English III (11)
- _____ *English III-AP (11)

*DEPARTMENT PERMISSION:
Per Application approval

MATH

YEAR LONG COURSES

- _____ Algebra I Adv. (9-10)
- _____ Geometry (9-11)
- _____ Geom-Honors (9-11)
- _____ Algebra II (10-12)
- _____ Algebra II-Acc (9-12)
- _____ Alg/Trig (11-12)
- _____ Analysis (11-12)
- _____ Analysis-Acc (11-12)
- _____ Calculus (AB)-AP (11-12)
- _____ Calculus (BC)-AP (11-12)
- _____ Calculus III (12)

TECHNOLOGY

SCIENCE

YEAR LONG COURSES

- _____ Intro Biology (9)
- _____ Natural History (10-12)
(Grade 10 preference)
- _____ Chemistry (10-11)
- _____ *Honors Chemistry (10-11)
- _____ Adv Chemistry (11-12)
- _____ Conceptual Physics(10-12)

SEMESTER I

Senior Electives

- _____ Playwriting
- _____ Monsters, Freaks
- _____ Shakespeare on Love
- _____ Into the Modern
- _____ What is Hip?
- _____ Great American Novel

SEMESTER I

- _____ Statistics I (11-12)

CURRENT MATH TEACHER APPROVAL:

SEMESTER I

- _____ Computer Science I (9-12)

YEAR LONG COURSES

- _____ Earth, the Solar System
and the Universe (10-12)
- _____ Physics (11-12)
- _____ * Honors Physics (11-12)
- _____ Adv Bio (OPEC) (11-12)
(Grade 12 preference)
- _____ Adv Bio (CMB) (11-12)

SEMESTER II

Senior Electives

- _____ Acting Shakespeare
- _____ Race and Gender
- _____ Amer.Landscape
- _____ Sport and Culture
- _____ Textposition
- _____ Writing Workshop

SEMESTER II

- _____ Statistics II-AP (11-12)

SEMESTER II

- _____ Computer Sci. II (9-12)

YEAR LONG COURSES

- _____ Adv Calculus Based
Physics (12)
- _____ * Adv Research (12)

*DEPARTMENT PERMISSION:

SOCIAL STUDIES

YEAR LONG COURSES

- _____ Foundations of Civ. (9)
- _____ * The Big History(10-12)
- _____ Mod World History (10)
- _____ Amer. History (11)
- _____ *Amer. History-AP (11)

*DEPARTMENT PERMISSION:
Per Application approval

FOREIGN LANGUAGE

YEAR LONG COURSES

- _____ French I (9-12)
- _____ French II (9-12)
- _____ French III (10-12)
- _____ French IV (11-12)
- _____ * French IV-AP (11-12)
- _____ French V-Adv.Lit. (12)
- _____ French V-Culture

- _____ Latin I (9-12)
- _____ Latin II (9-12)
- _____ Latin III (10-11)

- _____ Latin IV/V (11-12)
- _____ * Latin IV-V-AP

FINE AND PERFORMING ARTS

YEAR LONG COURSES

- _____ Chorus (9-12)
- _____ Orchestra (9-12)
- _____ Wind Ensemble (9-12)
- _____ Jazz One Band (9-12)
- _____ Jazz Lab Band (9-12)
- _____ *Studio. Jazz Band (10-12)
- _____ Chamber Singers (9-12)
(Audition in Fall)

SEMESTER I

- _____ *Micro Econ-Hon (12)
- _____ Political Philosophy(10-12)
- _____ Sociology (10-12)
- _____ Amer. Art & Arch.(10-12)
(Grade 12 preference for electives)

YEAR LONG COURSES

- _____ Spanish I (9-12)
- _____ Spanish II (9-12)
- _____ Spanish III (10-12)
- _____ Spanish IV (11-12)
- _____ *Spanish IV-AP (11-12)
- _____ Chinese I-Mandarin (9-12)
- _____ *Chinese II-Mandarin (9-12)
- _____ *Chinese III-Mand(10-12)
- _____ *Chinese IV/V-Mand(10-12)
- _____ *Chinese for Heritage
Speakers (9-12)

*DEPARTMENT PERMISSION:

SEMESTER I

- _____ Intro to Art (9-12)
- _____ Ceramics(9-12)
- _____ Art Photo(9-12)
- _____ Tech Theater (9-12)
- _____ Printmaking (9-12)
- _____ Acting/Directing (9-12)

DEPARTMENT PERMISSION: _____

SEMESTER II

- _____ *Macro Econ-Hon (12)
- _____ Psychology (10-12)
- _____ Global Crisis (10-12)
- _____ 20th C.Culture and Society
(10-12)
(Grade 12 preference for electives)

- _____ Span.V-Literature
(Sem.I) (11-12)
- _____ Span.V-Contemporary
Drama (Sem.II) (11-12)

- _____ Classics-Epic
(Sem.I) (11-12)
- _____ Classics-Drama
(Sem.II) (11-12)

SEMESTER II

- _____ Design 2-3 Dim. (9-12)
- _____ Ceramics(9-12)
- _____ Art Photo (9-12)
- _____ Tech Theater (9-12)
- _____ Painting(9-12)
- _____ Acting/Directing (9-12)
- _____ Adv Art Photo (9-12)

CO-CURRICULAR COURSES

- _____ Yearbook

USE THIS SPACE TO EXPLAIN SPECIAL REQUESTS TO MR. BLOW:

Parent Signature: _____

GREENHILLS SCHOOL INTERSCHOLASTIC ATHLETIC PROGRAM

Greenhills offers an interscholastic athletic program for grades six through twelve. The program is dedicated to providing an exemplary athletic experience that challenges and develops students' skills to their fullest while promoting sportsmanship, ethics and integrity. At the high school level (grades nine through twelve) the program is a member in good standing in the Michigan High School Athletic Association (MHSAA) and the Michigan Independent Athletic Conference (MIAC).

The program offers twenty-one varsity sports in high school – eleven for girls and ten for boys. Some of these sports also carry a junior varsity team. The middle school offers seventeen sports, often times fielding two teams in one sport when numbers dictate. These sports are divided into three separate seasons: fall, winter and spring. Conference sports are in **bold**.

A list of sports, by season follows:

	<u>Boys</u>	<u>Girls</u>
<u>Fall</u>	Cross Country (MS, JV, V) Tennis (MS, JV, V) Equestrian (V) HS only Soccer (MS, JV, V)	Volleyball (MS*, JV, V) Cross Country (MS, JV, V) Equestrian (V) HS only Field Hockey (MS, JV, V) Golf (V) - High School only

Fall High School seasons begin Wednesday, August 10th

Fall Middle School seasons begin after Labor Day

**(Girls middle school volleyball begins in late October)*

<u>Winter</u>	Basketball (MS, JV, V) Swimming (MS, V – Coed)	Basketball (MS, JV, V) Swimming (MS, V – Coed)
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Winter High School seasons begin in November

Winter Middle School Basketball begins in January

<u>Spring</u>	Baseball (MS, V) Golf (JV, V) – High School only Track (MS, V) Lacrosse (MS, V)	Soccer (MS, JV, V) Softball (MS, V) Track (MS, V) Tennis (MS, JV, V)
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Spring High School seasons begins March 12th

Spring Middle School seasons begin after spring break, April 10th

MHSAA – Physical Examination Policy

Every student athlete must have a current physical examination form on file in the athletic office. The M.D., D.O., Physician's assistant, or nurse practitioner that administers the physical examination must sign this form. A current physical is defined as any examination given on or after April 15th of the previous school year.

No student may practice or compete with a Greenhills athletic team, or be issued uniforms or equipment until a completed physical is on file. If a physical has been submitted for other purposes, a photocopy of that document is satisfactory. Although Greenhills does provide a blank form for the evaluation, any properly completed form (e.g. from a summer camp, from another school) will meet the requirement.

Please note that the MHSAA penalty to the school for allowing a student to participate in a contest without having a current, signed physical on file is a forfeit. But of far greater concern is the risk to a student if they have not been cleared for physical activity.

Fall Athletic Preseason Information 2011

All athletes must have a completed physical form on file before they can participate in any sport. We recommend making an appointment as soon as possible to avoid any delays in participation. Forms can be downloaded from the Greenhouse site or from the Greenhills website under Athletics: www.greenhillsschool.org

High School:

High School fall practices begin Wednesday, August 10th. Tentative schedules can be accessed at the Greenhills website under Athletic Schedules or you can go to www.highschoolsports.net and navigate to Greenhills and choose the sport.

A High School Athletic Open House will be held on Tuesday, August 9th at 7:00pm in the West Gym for all high school fall sport athletes and their parents. Coaches will address participants and schedules will be handed out.

While it is expected that athletes will be at all practices, we understand there are situations that may not allow this. Please know that your son or daughter may fall behind if absent from these preseason practices, making it difficult but not impossible, to make a varsity team. Please contact the varsity head coach of your sport before August 10th, should you have further questions or to discuss your schedule. Please be aware that many high school fall sports teams have 2-a-day practices in August.

High School Coaches

Boy's Soccer	Lucian Popescu	734-674-1488	lpopescu@ford.com
	Bob Ause	734-780-1097	rause@greenhillsschool.org
	Alex Popescu	734-560-0517	alexpopescu04@gmail.com
Girl's Field Hockey	Tom Weinfurther	734-971-8379	sunsurfer@comcast.net
	Erin Maturo	734-223-7711	e2maturo@aol.com
	Sujin Seo	716-982-8095	sseo@greenhillsschool.org
Girl's Volleyball	Tiffany Willard	734-730-0990	36.twillard@heritageacademies.com
	Kristie Drinkhahn	734-644-6591	kristiedrinkhahn@hotmail.com
Boy's Tennis	Eric Gajar	734-663-9874	gajar@greenhillsschool.org
	Mark Randolph	734-665-2329	mrandolph@greenhillsschool.org
	Bob Newton	734-320-6399	rnewton4311@comcast.net
Girl's Golf	Bill Ammerman	734-604-6024	billammerman@comcast.net
Coed Cross Country	Jim Hare	734-604-7775	jhare@rhetech.com
	Jill Johnson	954-802-3505	jjohnson@greenhillsschool.org
Coed Equestrian	Willis Lillard	734-747-6442	willard@sbcglobal.net
	Nicole Burroughs	734-395-5813	nburroughs@greenhillsschool.org

Tentative High School Preseason practice schedules:

Boy's Soccer	M-F	9:30am-11am, 5:30pm-7:00pm	Soccer Field
Girl's Field Hockey	M-F	8:00am-10:15am, and 4:00-6:30pm	Hockey Field
Girl's Volleyball	M-F	9:00am-12:00pm	Both Gyms (optional indiv. workouts 1-2:30pm)
Boy's Tennis	M-Sat	9:00am-12:00pm	Tennis Courts
Girl's Golf	W8/10	10:30am	Leslie Golf Course
Coed Cross Country	M-F	8:00am	Athletic Entrance
Coed Equestrian	F 8/5	6:00pm	Contact Coach: willard@sbcglobal.net

Middle School:

All middle school sports practices will begin after Labor Day. An open house for all middle school fall sport athletes and their parents will be held on **September 6th at 7:00pm in the West Gym**. Middle school sports schedules can be accessed at www.greenhillsschool.org

MHSAA Out-of Season Regulations

Summer 2011 Dead Period for Greenhills School will be Friday, July 1st through Thursday, July 7th. During the dead period, Greenhills coaches shall not provide coaching to any students from Greenhills in any setting including camps, clinics, open gyms, conditioning programs or weight training.

Preseason Down Time for the Fall season runs from August 1st to the first day of practice. No open gyms or competitions with groups that resemble school teams shall occur at the school or elsewhere by the school with any school personnel present. The preseason down time distinguishes the preseason activity from the actual start of tryouts or practices. Non-sport specific conditioning is permitted and individual skill development work with no more than three players is permitted during this time provided they are not mandatory either directly or indirectly, not part of team selection and do not use school funds, uniforms or transportation.

Athletic Dates: 2011-2012

Athletic Physicals Thursday, June 9th 4:00-5:00pm – Athletic Training Room

Athletic Physicals Monday, August 8th 3:30-5:00pm – Athletic Training Room

Upper School Sport Open House 7PM on Tuesday, August 9th

First day of High School Fall Sports Wednesday, August 10th

Varsity Captain's Forum 3-6:30pm on Wednesday, August 17th

Coaches Academy 6-9pm on Wednesday, August 17th

Middle School Sport Open House 7PM on Tuesday, September 6th

Spirit Week February 6-10th

Sport Physicals!

Dr. Dean Schueller is again offering a sports physical clinic at Greenhills School on **Monday, August 8th beginning at 3:30-5:00PM in the Athletic Training Room.**

Suggested donation is \$25.00 and proceeds go to the Greenhills Booster Club.

Accessing Information

There are several sources available to help you gain valuable information regarding your athlete's game and practice schedules, directions to away games, and daily revisions or weather updates.

1. Access current sports schedules at www.highschoolsports.net Navigate to Michigan> Greenhills then choose the sport and level you would like to view.
2. Access the Greenhills website at www.greenhillsschool.org and click on athletics. This site contains game schedules and a physical form in PDF format.
3. Greenhouse networking page is my.greenhillsschool.org Pages have been created for each team and will be administered by coaches.
4. The Whiteboard outside the Athletic Office lists daily contests and practices.
5. **Coaches** will make practice and games schedules available to athletes.
6. Team parents may put together and distribute packets for each athlete's family. This packet will contain game schedules, maps to away games, a snack list, and a roster of players.
7. You may call the athletic office directly at (734) 205-4022, or the school office at (734) 769-4010.

Sports Physicals

June 9, 2011 August 8, 2011
• 4-5:00 p.m. & 3:30 - 5:00 p.m.

\$25.00 fee

Dr. Dean Schueller will be offering physicals to Greenhills students. Physicals will take place at Greenhills, and all proceeds will benefit the Athletic Booster Club.

Physical forms will be available at the clinic, or you can pick one up in the main office. Parent signature is required on the form before it is valid. Students must have a physical on or after April 15, 2011 to participate in sports during the 2011/12 school year.

Please contact Pam Sergent (psergent@greenhillsschool.org) or at (734) 769-4010, to let her know if your child will be attending the clinic.