



# ST. STEPHEN'S SCHOOL *Rome, Italy*

AN AMERICAN INTERNATIONAL IB WORLD SCHOOL



## SCHOOL CATALOGUE



THE TRUSTEE

HIGHEST ACADEMIC RECORD

1971-72	100%
1972-73	100%
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## Welcome to St. Stephen's School, Rome

St. Stephen's School is a diverse community of learners with a solid history of creating engaged, responsible and motivated global citizens.

Our students are encouraged to extend their academic potential, to be active in their communities, and to lead lives of interest as scholars, individuals, and contributing members of society.

We invite you to learn more about St. Stephen's and the opportunities we offer young minds.

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# Mission and Core Values











## Mission

We are an English-language international school in the heart of Rome whose small size and stimulating collaborative environment offer students a transformative college preparatory experience anchored by the highest standards of academic excellence. St. Stephen's is a four-year, independent, non-denominational, day and boarding school that draws on the strengths of both American and European education traditions to give our students a deeper understanding of the world grounded in western culture. Through close mentoring, intellectual inquiry and inspired teaching in a small class setting, we motivate students to reach their fullest potential and take responsibility for their academic achievement, which readies them for the most competitive universities on both sides of the Atlantic and the joys and benefits of lifelong learning. We foster a warm, collaborative environment – enriched by a vibrant boarding program -- so young people gain the confidence to find their true balance and engage fully as caring citizens in a diverse international community. We examine the rich historical layers of Rome as a source for academic inspiration and encourage students to engage its dynamic urban environment. We strive to provide a holistic preparatory experience that lays the foundation for continued academic achievement and a fulfilling life.

## Academic Distinction

The academic challenges and rigor of St. Stephen's produce an environment that students find highly stimulating and rewarding. With an emphasis on the best elements of American and European education traditions, we are the only school in the center of Rome to offer both the International Baccalaureate and the American high school diploma. Our students distinguish themselves in a variety of ways and consistently rank in the top percentile of IB exams worldwide. With expert college guidance, we take that academic consistency one step further to help our students select the college or university environment that is right for them, whether it is in the U.S., Europe or Asia.







# Core Values

## Care

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- We attend to the needs of others, especially those who are vulnerable and in need.
- We actively build a diverse and inclusive community.
- We work to sustain and improve the environment.
- We honor the needs for our own wellbeing.

## Scholarship

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- We study passionately.
- We pursue thorough knowledge through innovative approaches.
- We use the past to inform our learning.

## Creativity

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- We value originality, improvisation, and invention.
- We encourage diverse forms of personal expression.
- We promote artistic expression for all community members.

## Integrity

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- We uphold high standards of academic honesty.
- We help one another find our voice and the courage to act on it.
- We honor the truth, both in word and in deed.

## Independence

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- We prize learner autonomy.
- We allow room to challenge convention.
- We recognize that where there isn't a path we must make one.



# Exceptional Location

## Ancient Rome

Some of Italy's most important cultural sites are just a few steps from the gates of the School. With Rome as the backdrop, students expand their knowledge of the Classics and Art History. This unique setting allows students to become astute and perceptive observers of not just the splendors of the Eternal City, but of the world in general.











## Community

As a small, multicultural and close-knit community, students are challenged to test and express themselves academically and artistically, and find support for their talents in an open and positive setting. Service-learning opportunities reinforce community and provide students with a balanced approach to experiential education. In this nurturing environment, students remain engaged, focused and inspired to learn.

## Balance

Balance is equally important as it promotes happiness, a sense of well-being and strengthens both harmony and productivity. A dynamic extracurricular program is part of that effort to create balance and it is a crucial part of a St. Stephen's education, providing a satisfying complement to our rigorous academic curriculum. Our students participate in a range of activities that keep them active and well-rounded.













## Global Awareness

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All of the steps we take at St. Stephen's to educate, inspire and inform are to help students become aware of the complexities of the world into which they will soon venture. We focus on providing a knowledge base that helps students develop diverse competencies and strong values. Our emphasis on community building helps bring a confident and empathetic engagement to their outlook. A bi-annual trip program provides even further opportunity for cultural enrichment and is organized throughout Italy and abroad as part of a St. Stephen's tradition that spans the school's history.

St. Stephen's students are global citizens who:

- **are ready to assume their role in an emerging world community;**
- **embrace their civic responsibilities;**
- **respect, nurture and value diversity;**
- **are prepared to take an active role in creating fair, equal and sustainable societies.**

# School History







## Five Decades of *Academic Achievement*

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When St. Stephen's first opened its doors to students in 1964, its founder, the Reverend John O. Patterson, former headmaster of the Kent School in Connecticut, wanted to offer the best elements of a non-denominational, classical liberal arts education. A maverick who was heralded for his pioneering ideas, he envisioned a "school whose reason for being would be a quest for excellence, for developing the maturity and wholeness of each member of the community, and maintaining the highest standards in all areas and all levels." He and two of his colleagues, also from the Kent School, selected the city of Rome because it was the perfect complement to the curriculum they designed. Rome was "the symbol and repository of the enduring ethical, cultural and religious values of the West," as well as "one of the most international and cosmopolitan intersections of the modern world."







Reverend Patterson and his three co-founders chose Parioli, a residential area in the north of Rome known for its tufa hills and, at one time, its pear orchards, for the school's location. The Villa San Valentino was home to St. Stephen's for six years as Reverend Patterson thought it was the most appropriate place in the city to offer students a protected environment for their scholarly endeavors.

By 1970, the school had succeeded in establishing a reputation for academic rigor and expanded to its second location on the Appian Way. Two years later, it relocated to a large villa and former convent, which is its current site on the 'little' Aventine hill, one of the city's most exclusive areas that sits in the center of historic Rome, steps from many prime cultural attractions – the Colosseum, Circus Maximus and the Roman Forum – among many others.

Following the academic guidelines Reverend Patterson and his team created, St. Stephen's became one of the first schools to adopt the International Baccalaureate (IB) Diploma Program just seven years after the program was developed and introduced in seven international schools throughout Europe. In 1977, St. Stephen's celebrated its first IB Diploma graduates.

Reverend Patterson eventually returned to the United States, where he passed away in 1988. In the decades since, the school has consistently maintained its rigorous academic standards, successfully offering the right balance between a challenging learning environment and the nurturing of the student as an individual.

A half century after the founding of St. Stephen's, the ambition and principles of Reverend John O. Patterson and his co-founders remain vibrant and alive in a setting of incomparable historical and artistic traditions informed by a global vision and a commitment to service and world citizenship.



# Community







Our diverse, vibrant and multicultural community is centered on strong principles, which include trust, tolerance and fellowship. Mutual respect and cooperation are key to an inclusive atmosphere where day and boarding students form important bonds with faculty and with each other. A shared passion for knowledge and intellectual pursuit, along with a cultural appreciation for the community at large, keep staff and students alike, integrated.

A sense of community is seen and felt in a variety of ways. An emphasis on furthering individual as well as group awareness and confidence is stressed as students learn self-direction and develop maturity to make informed decisions. Students become contributing members to St. Stephen's both within the school and through various programs that extend beyond the classroom. Parents are an integral element and are kept involved through an active Parents' Program and open lines of communication with staff. Our alumni are omnipresent and a vital continuum of the school, remaining connected through our Cultural Centre programs and alumni events.









## Student Life

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Over 285 day and boarding students of diverse cultural backgrounds, representing over forty nations, make up our student body. Approximately one-third of our students are from the United States and Canada. Another third are Italian citizens. Our remaining students come to us from Asia and Oceania, Latin America, Africa, the Middle East, and various nations throughout Europe.

Boarding and day students flourish in a setting of camaraderie and support where they are engaged in academic endeavor and creative study grounded in the pursuit of excellence. We strive to make students aware of their role at St. Stephen's and as contributors in a rapidly evolving, global society. Our students are encouraged to value their ideas and express their opinions with confidence. The varied cultural experiences they enjoy through service-learning offer important opportunities for continual growth and development.









## Faculty & Support

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### A Faculty of Talented Professionals

From authors and playwrights to musicians and published scientists, our diverse faculty includes distinguished scholars in many fields: 90% have an advanced degree, and 20% hold a PhD. A professional development program allows teachers to keep up with educational trends throughout the year, which they then transmit in the classroom. With a prepared and engaged faculty, students are challenged intellectually and motivated to achieve their personal best.

### Inform, Inspire & Educate

Our faculty's role is to stimulate, challenge, inform, inspire and educate. Our approach to learning is carried out in a mutually collaborative environment where students are encouraged to share ideas openly and discuss their opinions with confidence.

Our faculty continually create new opportunities that challenge young minds to examine issues from alternate points of view. Teachers emphasize self-reflection and self-evaluation to help expand perception and understanding. High expectations are held for all students and appropriate support systems improve our faculty's ability to enhance knowledge and stimulate inquiry.

An atmosphere of collegial respect gives students the appropriate platform to increase analytical and creative thinking, to excel, and to showcase their talents.

A strong academic advisory and college counseling system improves students' readiness to undertake life-long learning.

When they graduate, students are prepared for the demands of higher education, and are also ready to assume their place in the professional environment of their choosing.



# The Campus

Situated on two-and-a-half acres on the Aventine hill, our campus is centrally located in the middle of historic Rome. Tucked away behind a gated entrance on a private residential street and adjacent to the United Nations Food and Agriculture Organization (FAO), we are steps from the city's most sought after cultural attractions:

- Colosseum
- Circus Maximus
- Roman Forum
- Palatine Hill
- Appian Way

A former convent and villa, the school is constructed around a central courtyard in the typical Roman tradition. Thanks to renovations over the years, the school is fully equipped with modern classrooms and dormitory facilities to accommodate our day and boarding students.

The main campus villa houses:

- Four state-of-the-art science laboratories
- Two art studios
- The boarding residence and faculty apartments
- Primary computer room
- Classrooms (equipped with digital whiteboards)
- The Edward C. Carter Library (14,000 volumes, an extensive collection of digital resources and English as well as foreign language periodicals)
- Administrative offices
- The dining hall and snack bar
- School assembly hall/theater

The campus grounds also feature:

- Basketball and volleyball courts
- Space for modern dance, Pilates, and yoga
- Gardens and a terrace
- Soccer and track and field are within a ten minute walk from the school









# Boarding















Our boarding school offers a stimulating and culturally enriching program where students are provided with personal and academic support in a close-knit family atmosphere. Our small, vibrant community is comprised of a diverse group of forty-six students seeking an international English-language high school education.

The only co-educational, international school in the center of Rome with boarding facilities for grades 9 through 12, students join us from countries around the world who:

- seek a challenging international English-language high school education;
- wish to obtain the International Baccalaureate (IB) Diploma;
- want to pursue an American High School Diploma.

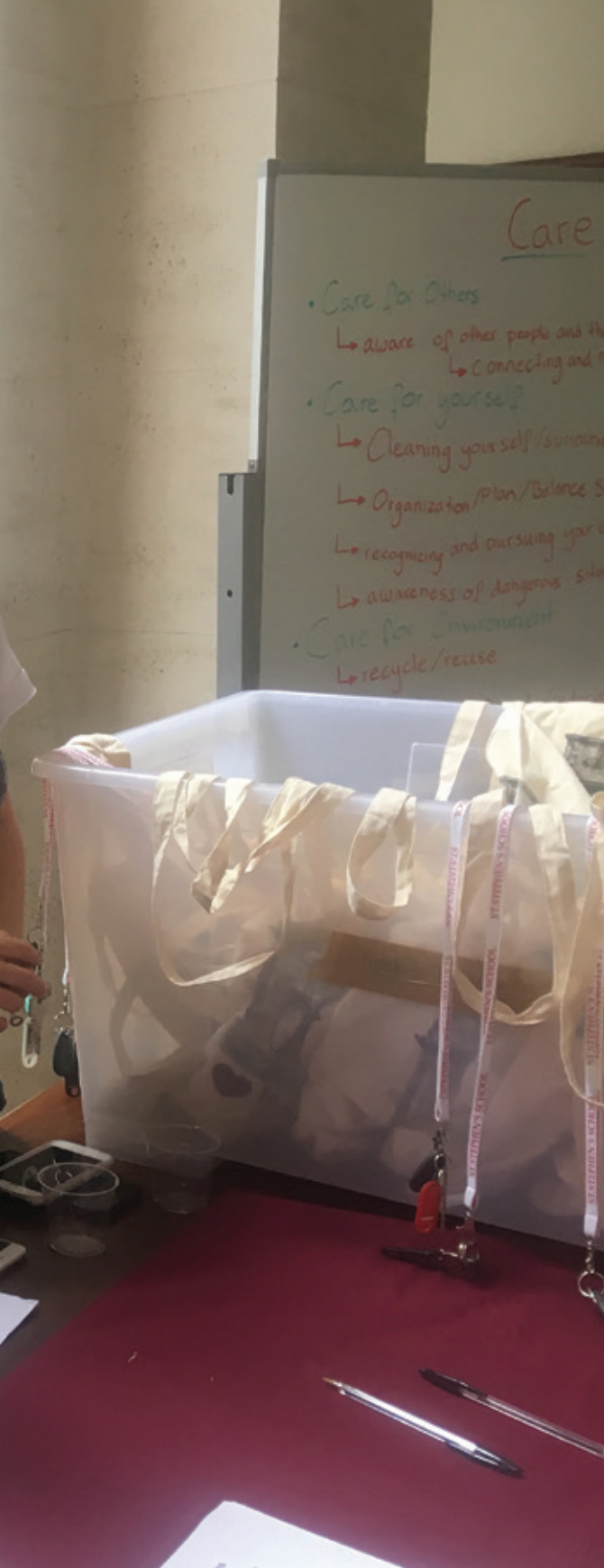
Each year, St. Stephen's also welcomes boarders from independent and international schools in the United States, Europe, Central and South America, Russia and Asia, who join us for a semester or a year and participate fully in our academic program.

In this dynamic setting, our students benefit from a variety of opportunities to explore and develop new interests, and experience the wonders of the Eternal City, Italy and beyond. The sum of these elements makes the boarding experience fun, memorable and transformative.









**T**he great strength of St. Stephen's is its sense of tradition, its atmosphere of trust and integrity, and its environment of warmth, collaboration and respect for all. These principles are the foundation of a supportive and healthy environment – one in which students thrive, value learning, and develop the skills, self-confidence and maturity they will require in their adult lives.

## Our Boarding Program Offers:

**A balance** between co-curriculars and a rigorous college preparatory curriculum

**A structure** that eases the transition from home to boarding life

**A community** that fosters relationships between students & faculty

**Development** outside the classroom







## Is Boarding For You?

The decision to board is an important one. We recognize that students may have concerns about the initial physical separation from family and friends or the adjustment to a new environment. To respond to these sensitive and very real issues, we strive to create an environment where students can depend on the support of the school's boarding faculty to feel safe and secure.

Whether a student chooses to pursue either the International Baccalaureate Program or an American high school diploma, our rigorous academic expectations focus students on their studies and scholastic achievement. Students learn to value time management and work to balance their studies with co-curricular activities, sports and cultural excursions, as well as time for themselves and friends.

The St. Stephen's boarding experience offers students every opportunity to:

- **be part of a proud community that fosters relationships between students and faculty;**
- **be in an environment where self-reliance and independence are valued and nurtured;**
- **benefit from guidelines that provide a structure to ease the transition from home to boarding life;**
- **have a balance between a variety of extracurricular and athletic programs with a rigorous college preparatory curriculum;**
- **partake in volunteer outreach programs that promote development outside the classroom.**

When making your decision to board, we suggest that you contact our Admissions Office to schedule a visit and guided tour. We are always interested in hearing from you and look forward to answering your questions.



# Snap Shot - Daily Life



**T**he boys' and girls' dormitories are located on the top two floors of the school building. All rooms have Wi-Fi access and communal facilities, and the dorms are separated from the rest of the school building by an access control system.

The snack bar and lounge with TV and DVD are popular places for relaxation. Meals are taken in the dining hall, where the emphasis is on Italian cuisine. In their free time, students can use the library, sports and music facilities or spend time in the cortile.

## Schedule

**7:30 – 8:15:** The breakfast menu alternates between offerings such as eggs and bacon, an assortment of croissants and pastries, cereal or porridge, fruit and yogurt.

**8:30:** Classes begin.

**10:00 – 10:30:** On Mondays and Fridays there are all-school meetings in the Assembly Hall during intervallo (recess).

**12:00 – 12:30:** The lunch period is divided in two: students either have first or second lunch depending on their schedule.

**14:00-15:45:** Classes end.

**16:00-17:30:** Activities, sports and arts classes.

**18:20 – 19:00:** Dinner includes a first and second course that consists of pasta, risotto or soup, meat or fish, a variety of vegetables and salads, and fresh fruit. All students check in with the duty faculty.

**19:00 – 21:00:** Study Hall (Sunday through Thursday.)

**21:00 – 21:55:** Free time. Students use this time to continue studying, begin to get ready for bed, read and relax. A snack is served in the dining hall. Boarders may use the music room, or participate in the boarding soccer or basketball games.

**22:00:** Students return to their dormitory floors.

**22:30:** Students are in their own rooms. Big lights are off, and all is quiet.





## Snap Shot - Weekend Life

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**W**eekends at St. Stephen's offer a variety of activities from unique cultural diversions to rich culinary experiences. Many students choose to spend time with friends, rest or study. Boarders are often invited to spend a night or a weekend with a day student's family and are encouraged to do so, subject to parental permission and the approval of the Boarding Head.

Boarding students may take advantage of Rome's cultural wonders, can savor the pleasures of Roman cuisine, explore the city's other offerings, such as excursions to nearby beaches, rock climbing or a soccer match at Stadio Olimpico. Students also venture outside of Rome on trips organized by the boarding faculty.

### Schedule

**9:30–14:00:** Self-service brunch buffet is available in the Dining Hall. Initially, cereal, cornetti and other pastries, toast and toppings, yoghurt, fruit, juice, tea, coffee and hot chocolate are on offer. Late morning this morphs into eggs, bacon, cheese, pasta, salad fixings, along with various other vegetable and meat dishes.

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**18:20–19:00:** Dinner in the Dining Hall. Friday night is pizza night!

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**23:00:** Curfew for 9th and 10th graders

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**24:00:** Curfew for 11th, 12th and PG students



## Boarding Faculty

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**A**s St. Stephen's boarding setting is fundamentally an extension of a student's own home, the staff ensures that communication with parents about the health and welfare of their child is clear and dependable. Our faculty includes:

### Boarding Head

The boarding head oversees community life and liaises with parents about everyday events and activities, as well as more specific issues pertaining to the health and well-being of the boarders.

### Faculty Advisors

Faculty advisors, or boarding residents, work with their advisees 'in loco parentis', as advocate and mentor. Faculty advisors monitor their advisees' progress and communicate with parents about their child's personal and academic welfare. Boarding residents help plan and supervise recreational activities and excursions, as well as regulate and enhance the quality of dorm life.

### Residential Assistants

Residential assistants assist the Boarding Faculty in establishing a comfortable, positive and safe atmosphere for all, and make the boarding environment – physical, social and emotional – feel welcoming and personal.

## Health & Counseling

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**A**t St. Stephen's, we help students maintain a positive, healthy outlook as well as optimal health. The boarding faculty work together with school counselors and the school nurse to support each boarder's well-being throughout the year.

The school nurses are present every morning during the week and on call after working hours and on weekends. They also arrange necessary medical treatments for boarding students, such as visits to orthodontists, opticians, and other specialists.

Our wellness and emotional support program for boarders is delivered by two professional consultant counselors who are available to meet with boarders individually once a week and/or in regular group sessions. The meetings focus on a variety of topics relating to adolescence and community life.







For more information on Boarding at St. Stephen's, please consult our website or make an appointment with an Admissions Recruiter at [admissions@sssrome.it](mailto:admissions@sssrome.it)



# Academic Program







Students in grades 9 through 12, as well as post-graduate and year abroad, come to St. Stephen's because they are high achievers looking to make their academic mark and distinguish themselves in their individual scholarly pursuits. The liberal arts foundation at the core of St. Stephen's academic program allows them to do just that, and also prepares them for the demands of their future endeavors.

We offer both the International Baccalaureate Diploma program, which over 95% of our students choose to pursue, and some Advanced Placement courses for students wishing to graduate with an American High School Diploma. All students are required to participate in the school's service-learning program that extends beyond the classroom and promotes civic engagement.

Small classes that have an average student-teacher ratio of 13:1 offer the added benefit of specialized and individual attention. Teachers encourage students to be confident and to have a sense of independence and individuality in their selection of courses. Moreover, students assume full ownership for their educational choices that highlight their academic strengths and personal interests. This results in the development of new skills and greater self-assurance.

Our faculty is comprised of a diverse and talented group of teachers with varied backgrounds that range from those who are early in their careers to 30 year veterans who have mastered their craft. Our faculty teach across grade levels, and often assume administrative responsibilities as well.





# International Baccalaureate Diploma

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In 1975, St. Stephen's became the first school in Italy to offer the International Baccalaureate program, and recently celebrated the best IB scores in the School's history with five students earning perfect scores of 45 points. On average, St Stephen's students have graduated with a 99% pass rate (the IB world average is 81%) and have matriculated to colleges and universities throughout the world.

The IB Diploma Program is a two-year curriculum for 11th- and 12th- graders, and is a continuation of the international education we offer in lower grades. Its balanced and rigorous curriculum builds principled, intelligent contributors to society, while its global reputation ensures that our internationally mobile students are positioned to continue their education anywhere in the world.

Students are required to take six separate subjects, one from each of six specialized groups (three higher level, three standard level) that are divided along faculty lines. At St. Stephen's these are:

- **Studies in English and Literature**
- **Language Acquisition**
- **Individuals and Societies**
- **Experimental Sciences (Biology, Chemistry or Physics)**
- **Mathematics**
- **Arts**

In addition, IB Diploma candidates must follow a Theory of Knowledge course and a CAS (Creativity Action Service) course. They are also required to complete a four-thousand word Extended Essay.







Please see our IB Handbook for additional information.



## The American High School Diploma

The four-year program of studies leading to the American High School Diploma balances a broad exposure to the six major academic disciplines (English, Modern and Classical Languages, Mathematics, Experimental Science, Humanities and the Arts), while encouraging students to pursue in-depth study in areas of personal interest through a choice of electives. Each student is expected to carry at least five full-time courses each year. The nineteen-credit requirement for graduation is as follows:

- English (4)
- Modern Languages (3)
- Humanities (3)
- Experimental Sciences (3)
- Mathematics (3)
- Electives (2)
- Arts (1)

In addition, non-credit sports and a service project are yearly requirements. Graduating seniors must also submit a research paper and pass a computer proficiency test.

## Advanced Placement Examinations

A limited number of Advanced Placement examinations are offered beyond the regular program requirements.







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Bottom left:  $\frac{1}{2+\sqrt{3}}$

Bottom center:  $\frac{2-\sqrt{3}}{2-\sqrt{3}}$

Bottom right:  $\frac{2-\sqrt{3}}{2-\sqrt{3}}$

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## The Academic Year

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The 39-week school year is divided into two semesters, with examinations at mid-term and at the end of the year. All courses meet 3 times per week (1 x 45' plus 2 x 90' periods) and classes enroll 10-18 students, permitting individual attention and personalized teacher-student interaction. Tutorials in specific subject areas and/or study skills are available upon request, and English as a Second Language support is provided for those students who need it.

## Post-graduate Studies

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Our post-graduate year is a year beyond high school graduation and allows students to continue with further studies to prepare for the college of their choice. This extra year often allows students to strengthen their cultural awareness, enhance their skills and develop greater maturity academically, socially and athletically.









# Course Offerings for Grades 9-12, IB and AP

## English

**English 1-4:** Students develop and strengthen oral, writing and thinking abilities, explore literature from various cultures, and sharpen their analytical commentary.

**English Language Support (ELS):** Designed for students in grades 9-11, this supplementary course is for non-native English speakers who need extra support for their basic English language skills.

## Modern Languages

**Italian Conversation (First Semester):** Dialogue drills, grammar and vocabulary are the focal points for helping beginners of Italian to acquire a solid linguistic base.

**Italian Language 1-5:** Emphasis on vocabulary, grammar and idiomatic expressions for the absolute beginner. Reinforcement of written and verbal knowledge in years 2-5 for a deeper sense of Italian culture through movies, contemporary events, field trips, and the study of 20th century Italian history.

**Italian Literature 1-4:** Strengthening of oral and written expression and knowledge of Italian literary masterpieces, as well as contemporary reading material, are stressed during all four years.

**French Language 1-5:** Focus is on basic language structure and oral expression for beginners. Literature and verbal skills with reinforcement of grammar and vocabulary, as well as essay writing and knowledge of contemporary French culture in years 2-5.

**French Literature:** For native and bilingual speakers, emphasis is placed on French culture, literature and history.

**Spanish Language 1-4:** Some previous knowledge of basic Spanish is required. Emphasis is on improving fluency and reading short stories, writing summaries and analyses for Spanish 1 and 2. Further development of fluency is stressed through Spanish and Latin American magazines, newspapers and literature.

## History

**Medieval/Renaissance History:** A survey of European and Mediterranean history from the early Middle Ages through the Renaissance. Students benefit from regular field trips throughout Rome and its environs.

**Art History (Year 1):** A survey of the history of Western art in a two-year course (painting, sculpture and architecture) with a concentration on major works and on the historical development of styles and themes. Classes include slide-illustrated lectures and on-site visits. Emphasis on classical Roman, Renaissance and Baroque art works, which can be seen in Rome. First year preparation for the two-year IB school based syllabus in Art History.

**Art History in Rome (Year 2):** An intensive study of Baroque art and architecture in Europe in the first semester covering the 16th and 17th centuries and including art from Italy, France, Spain, Germany, the Netherlands and England. Semester two: 19th and 20th century movements in both Europe and the United States. Emphasis on major works, with particular attention paid to social, historical and



political context, as well as patronage and the development of styles, themes, and techniques. Frequent field trips in Rome aim at linking local artistic developments with those of the broader European stage.

**Modern European History:** Emphasis is on the period of 1760, the Enlightenment, to the First World War in 1918 with a geographical focus on western and central Europe.

**Contemporary History:** Covering major world historical events since 1871, this course examines the First and Second World Wars and developments in the inter-war period with a focus on Europe and Russia, as well as other areas.

**Islamic History and Civilisation 1-2:** Islamic history and civilization from its pre-Islamic origins in Arabia to the emergence of the Ottoman and Safavid Empires. Early and “medieval” Islam: the life of the Prophet Muhammad, the imposition of Islamic rule and its spread across the older civilizations of the Mediterranean and Fertile Crescent are a main focus.

### **Economics 1-2**

The main concepts and methods of Economics, stressing their application to “real-life” situations and issues are explored. Micro- and macroeconomics, growth and development strategies and readings from select economists are studied.

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## **Classical Studies**

**Classical Greek and Roman Studies:** This course explores, within a historical framework, aspects of the literary, artistic, philosophical and political life of the civilizations of the classical world – ancient Greece and the Roman world.

**Roman Topography:** An analysis of Roman history, society, architecture and art through the study of the city’s monuments and museums. Weekly field trips are an integral part of the course.

**Latin 1-4:** An introduction to Latin through readings of Roman civilization of the 1st century, grammar and vocabulary are emphasized in Latin 1, while students consolidate their knowledge in year 2. In years 3 and 4, translation of texts, analysis of Latin authors and literary criticism are emphasized.

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## **Science**

**Biology 1-3:** Fundamentals of biology are explored in Biology 1. Students focus on developing a broad understanding of the principles of the subject in Biology 2 and 3, including a focus on structure and function, universality versus diversity, equilibrium within systems and evolution.

**Foundations of Chemistry & Physics:** Chemistry explores the natural inanimate world, focusing on the logic and precision of the way in which matter is constructed and transforms to make new materials, while physics concentrates principally on the study of energy and its transformations. These fundamentals allow students to decide about further study in one or both areas of science.

### **Environmental Systems & Societies 1-2:**

Students explore the combination of techniques and knowledge of experimental science with those of social sciences, developing a clear understanding of the relationships between systems and societies and a variety of environmental issues. Fieldwork is included.



# Course Offerings for Grades 9-12, IB and AP

**Chemistry 2-3:** Principles of chemistry are studied, including kinetics, atomic structure, organic chemistry, human biochemistry, medicines, along with other applied topics that place chemistry in the real world.

**Physics 2-3:** Regular lab work accompanies topics students study, such as measurement, mechanics and properties of matter, atomic and nuclear physics, among others.

## Mathematics

**Algebra 1:** Fundamental algebraic skills and concepts prepare students for future mathematics courses. Learning tools such as calculators and computers are also emphasized.

**Geometry:** Geometry relies on visual representations and visual thinking. Students explore and discover mathematical concepts and learn to connect geometry to the real world, to other subjects and to other mathematical topics.

**Algebra/Geometry:** An accelerated course in algebra and geometry which prepares able and motivated students to enter Algebra 2 - Trigonometry the following year.

**Algebra 2 - Trigonometry:** This course uses functions as a unifying theme while connecting algebra to geometry, data analysis, probability, and discrete mathematics. A strong background in the fundamentals of arithmetic, algebra and geometry is required.

**Mathematical Studies 1-2:** The emphasis of this course is on acquiring an appreciation of

mathematics for students who do not anticipate a need for calculus in their future studies. Good fundamental skills in algebra, geometry and advanced algebra are necessary.

**Pre-Calculus (Standard and Higher Level):** This course provides the background necessary for students who will pursue the study of calculus.

**Calculus (Standard and Higher Level):** An introduction to differential and integral calculus, vectors in 2Dspace and 3Dspace, probability and statistics. The higher level course also includes (including discrete and continuous probability curves and the normal curve) an introduction to group theory and abstract algebra.

## Fine & Performing Arts

**Black & White Photography:** Photography as an art form and as an expression of individual creativity is the focus. Students learn about its history, the life and work of celebrated artists and apply design elements and principles to create their own compositions using a variety of photographic techniques, both modern and traditional.

**Digital Photography & Principles of Design:** Designed for students who want to learn about basic and digital photography. Photos taken by students and by other artists, as well as technical aspects of photography, are examined.

**Creative Writing:** Students bring in their own creative pieces for discussion among peers and



the teacher. Contemporary and canonical works of poetry and fiction are also used as models for the students' own writing.

**Drama:** Body awareness, vocal exercises and improvisation techniques are studied. Students prepare for a Winter break performance and a full length play in the spring.

**Modern Dance:** The focus is on physical activity and creativity through movement. Simple modern dance techniques are used for warm ups and then problem-solving improvisations are proposed.

**Drawing & Painting (2-D):** Creative and technical abilities in a variety of two-dimensional media are developed so that students learn about the visual, aesthetic and historic ideas and practices related to the graphic representation and expressive interpretation of reality through drawing and painting.

**Sculpture (3-D):** The fundamentals of sculpture techniques are introduced. Students learn to manipulate clay, creating vessels from the "coil and slab" method, as well as using the electric wheel. They prepare mixed media projects, which provide the technical and visual basis from which they will then explore sculpture making with traditional and non-traditional materials.

**Visual Art / Advanced Art:** Designed for the advanced, motivated art student. Structure is provided and ideas and media are introduced, but it is up to the student to interpret and pursue them. Critiques, field trips, slides and films are regularly scheduled during class time. Strong emphasis on studio work.

**Chorus:** Music is drawn from popular repertoire of the past 50 years with a strong emphasis on contemporary works. The chorus performs at concerts held at the end of each semester as well as at various other occasions – within or outside the school.

**Music Preception/Instrumental:** Music theory "from the ground up" integrating theoretical knowledge with practical application through instrumental and/or vocal performances is studied. Once students are in command of the fundamentals of the musical alphabet, the course will discuss the basics of musical language.

**Theory of Knowledge:** A required course for the IB Diploma covers six main areas of knowledge that are represented in the IB hexagon including Natural Science, Mathematics, Human Science, History, Aesthetics and Ethics. Students examine philosophical questions regarding the ways of knowing and the problems of knowledge.

**Information Technology:** Basic concepts of Information Technology (IT) are explored, including all basics of operating a computer, knowledge of Word and other programs, internet research, file transfers and network concepts, computer hardware structure and electronic components.

**Health & Study Skills:** Focus is on research, study skills and time management, as well as health issues, personal wellness and preparation for the IB extended essay and Theory of Knowledge course.

**T**he varied co-curricular program at St. Stephen's seeks to cultivate what is highest and best in each student by focusing on developing character building skills, such as:

- **Integrity**
- **Creativity**
- **Self-discipline**
- **Community involvement**
- **Co-operation**
- **Healthy competition**

We offer a wide array of school-based activities, a competitive sports program and community service programs designed to give students practical, real life lessons about teamwork and a commitment to others.







# Beyond the Classroom



## We strive to...

**Create** individual self-assurance

**Promote** critical and strategic thinking

**Develop and encourage** a natural curiosity of the community at large

**Improve** physical talent, coordination and skill









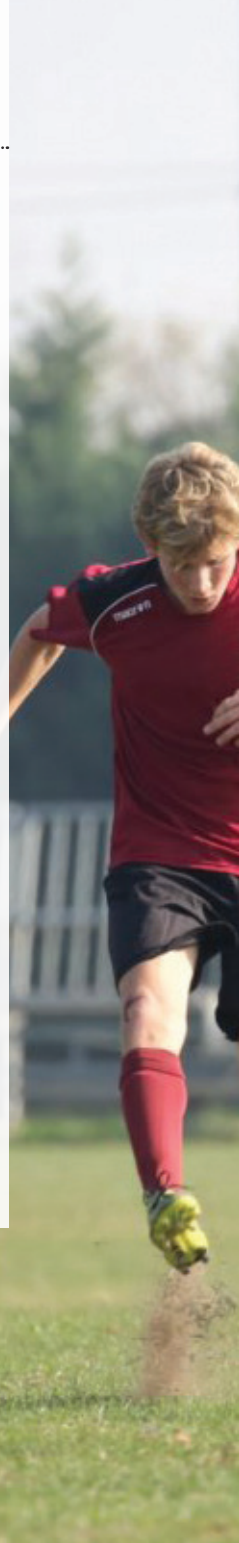
## Sports

**“Mens sana in corpore sano”:**  
*“A sound mind in a healthy body”*

**W**e believe that healthy students make better learners. Whether students are engaged in team or individual sports, their overall growth, well-being and cognitive abilities are stimulated by physical activity. Skills gained from a varied athletics program, such as team building, strategic thinking or leadership, have lasting value because they can be practiced throughout one's lifetime. Our program instills sportsmanship and encourages a healthy sense of competition.

Sports activities include:

- **Soccer**
- **Basketball**
- **Volleyball**
- **Running**
- **Yoga & Pilates**









# The Arts

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## Performing Arts

**T**hrough our performing arts program, we strive to compel students to challenge new ideas and explore fresh opportunities of self-expression. Experimentation allows students to expand their imagination and actively experience art rather than being passive observers. Our interactive program stimulates an appreciation for art in its many forms and provides a new lens through which students observe their immediate environment, as well as the world around them. Our departments of Dance, Drama and Music enable students to connect ideas and gain practical applications for the classroom and beyond.

## Visual Arts

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**O**ur goal through visual arts is to raise a students' aesthetic awareness and understanding of diverse forms of visual expression by exposing them to the rich heritage of Rome's artistic offerings. With the city as the canvas, the expansive cultural landscape and historical imagery presents a unique environment for exploration and discovery. St. Stephen's Visual Arts Department includes 2D drawing and painting, 3D sculpture, constructions and installations, wet and digital photography and a digital arts media lab.











# Trip Program

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The trip program at St. Stephen's inspires cultural awareness, stimulates deeper intellectual and personal growth, and develops healthy curiosity in each student. It is an integral part of the curriculum and a heart-felt tradition of the school that spans its fifty-year history.

Trips are seen as an appropriate complement to fulfilling a student's educational experience and are organized twice a year. The first excursion, the cost of which is included in tuition, is a three-day trip in-country to nearby regions.

The second trip is for a full week in early March and offers ample opportunity to our adventurous trip leaders to design tours where the nether regions of the former Roman Empire and other countries are explored.















## **Trips Gallery**

(clockwise):

- Skiing in Alto Adige**
- Exploring the Azores**
- Culture in Seville**
- Discovering Croatia**











# Activities & Community Service

**C**ommunity service is a fundamental part of a student's experience at St. Stephen's. We expect all students to participate in school-based and external activities, whether they are helping to raise awareness of global issues, or promoting cultural understanding within and beyond the classroom environment.

Through this commitment, students develop a greater sense of maturity, as well as personal responsibility and an interest in becoming involved with subjects that have an impact on society as a whole.

Our diverse selection of creativity- and service-based activities that students may choose from, prepare them for the International Baccalaureate requirements, as well as for their future endeavors both academic and professional. The following are just a few of the activities on offer. For a complete list, please refer to the "Clubs & Activities" section of our website.

	Description
<b>Creativity Model United Nations (MUN)</b>	Students participate in MUN conferences in Europe and Italy
<b>Creativity 'INK' Literary Magazine</b>	Students write creative pieces for this school-wide publication
<b>Creativity Rocker's Union</b>	Students meet to play instruments, practice, create bands and perform
<b>Creativity Italian Club</b>	Students participate in Italian cultural events all over Rome
<b>Service The Aventina School Newspaper</b>	Students write and edit an online school newspaper with quarterly printed issues
<b>Service Students United for Nature (SUN)</b>	Environmental awareness club, promotes green week and participates in monthly park clean-ups
<b>Service Down Syndrome Theatre</b>	Students work with Down Syndrome adults once a week and together they create a performance
<b>Service C.R.E.E.D.</b>	Students work towards creating and promoting cultural diversity



# Service Learning















**A**s we seek to educate balanced, informed students with a strong sense of ethical citizenship, service-learning complements the academic requirements at St. Stephen's.

Active participation in service-learning activities is expected of all students and takes place throughout Italy, as well as in countries in Eastern Europe, Asia and Africa. Students apply their knowledge to authentic and practical situations driven by the needs of the local and global community. They are required to draw from their experiences to develop a group project, which they then present to their peers at a school-wide assembly. Opportunities for growth and discovery encourage the development of the whole student, broadening a sense of awareness of culture, traditions and societies.

Service-learning experiences also encourage students to:

- **Think in positive terms about themselves and the community they are serving**
- **Tackle demanding real-life situations and provide solutions**
- **Develop greater civic awareness and responsibility**
- **Nurture the qualities and capabilities that will make them the leaders of the future**

It is also important that students understand how their contribution can affect and impact the lives of others. Supporting them to find a forum through which they can showcase the results of their efforts, whether through discussion groups, photo exhibits and written reports, is an important part of the program.







**Making a difference in Sri Lanka, Rwanda  
and Senegal**





# College Guidance & Matriculation







St. Stephen's offers its students a variety of specialized career and college counseling services in order to prepare for the future and to aid in the college or university search process. As every student has different needs, students and families are encouraged to become involved early on in the process. Students work closely with their advisors and with the college counselors to address specific requirements.

We aim to:

- **Provide strategic guidance throughout the application process**
- **Increase college admissions competitiveness for our students**
- **Help students, and their parents, make informed decisions about their college choices**
- **Work with students to highlight their passions and express their uniqueness**



## Matriculation

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**S**t. Stephen's students have been admitted to universities throughout the world. The following is a list of many of the colleges and universities our graduates from the last three years have chosen to attend:

### USA/Canada:

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Bard College  
Barnard College  
Beloit College  
Boston University  
Brown University  
University of Chicago  
Carnegie-Mellon University  
Columbia University  
Connecticut College  
Duke University  
The George Washington University  
Georgetown University  
Hampshire College  
Harvard University  
Johns Hopkins University  
McGill University

Michigan Technological University  
Middlebury College  
New York University  
University of Notre Dame  
Ohio Wesleyan University  
University of Pennsylvania  
Princeton University  
Sarah Lawrence College  
School of the Art Institute of Chicago  
Stanford University  
Swarthmore College  
University of Toronto  
Tufts University  
Trinity College  
Vassar College  
University of Vermont





## Worldwide:

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American University of Paris (France)  
American University of Rome (IT)  
University of the Arts London (UK)  
University of Bath (UK)  
Università Bocconi (IT)  
University of Brighton (UK)  
University of Bristol (UK)  
University of Cambridge (UK)  
City University (UK)  
University College London (UK)  
Courtauld Institute of Art (UK)  
University of Durham (UK)  
University of Edinburgh (UK)  
European Institute of Design (SP)  
University of Glasgow (UK)  
Imperial College of Science and Technology (UK)  
John Cabot University (IT)  
University of Kent (UK)  
King's College (UK)  
Les Roches (CH)  
University of London (UK)

London Metropolitan University (UK)  
London School of Economics (UK)  
LUISS (IT)  
University of Oxford (UK)  
Regents Business School (UK)  
University of Sheffield (UK)  
University of Southampton (UK)  
School of Oriental and African Studies (UK)  
University of St. Andrews (UK)  
Zurich Medical School (CH)

## National Universities in:

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Australia  
Denmark  
Germany  
Holland  
Italy  
New Zealand  
Pakistan  
Sweden

# Admissions







**S**t. Stephen's welcomes inquiries from students and their parents who are interested in learning more about the school. Admission is based on a student's academic performance and potential, as well as personal attributes and interests. Our core curriculum is taught in English. For students who are non-native speakers, verbal and written competence in English is taken into consideration.

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## School Tour

A visit to the school is a required part of the admission process. Visits may be scheduled by calling the Office of Admissions. St. Stephen's welcomes students of all races, nationalities, religions, and persuasions.

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## Contact

Information about tuition and the academic program may be found at [www.sssrome.it](http://www.sssrome.it)

### Admissions Office

#### Director of Admissions

**Lesley Murphy**

[lesley.murphy@sssrome.it](mailto:lesley.murphy@sssrome.it)

#### Admissions & Recruitment (Day)

**Alex Perniciaro**

[alex.perniciaro@sssrome.it](mailto:alex.perniciaro@sssrome.it)

#### Admissions & Recruitment (Boarding)

**Jennifer Walbridge**

[jennifer.walbridge@sssrome.it](mailto:jennifer.walbridge@sssrome.it)

### Admissions:

#### St. Stephen's School

Via Aventina, 3 - 00153 Rome

Tel. +39 06 5750605

Fax. +39 06 574 1941

## Rome

St. Stephen's School

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Rome 00153 Italy

Phone: +39 06 575 0605

Admissions email: [admissions@sssrome.it](mailto:admissions@sssrome.it)

**[www.sssrome.it](http://www.sssrome.it)**

## New York Office

St. Stephen's School

15 Gramercy Park

New York, NY. 10003 USA

Phone: +1 (212) 505-7409 - Fax: +1 (212) 505-7423

Email: [ststephens@sssrome.it](mailto:ststephens@sssrome.it)



**St. Stephen's School - Rome, Italy**

S C H O O L C A T A L O G U E