

## **Cincinnati Country Day School Mission Statement**

Creating leaders who, through the discovery of their own abilities, kindle the potential in others and better a dynamic world.

### **Upper School Mission Statement**

The Cincinnati Country Day Upper School faculty strives to help all its students grow intellectually, emotionally, and ethically by providing an atmosphere which promotes life-long learning, independence, and social responsibility. The program is designed to prepare students for college by fostering excellence in those disciplines associated with the liberal arts tradition. At the core of the Upper School program are the beliefs that:

- Each student's potential is best realized by a challenging academic program that encourages active learning, promotes curiosity, and provides appropriate support.
- Each student's intellectual growth is enhanced by the development of analytical and critical thinking, the cultivation of creative expression, and the acquisition of knowledge and communication skills.
- Each student's life is enriched in a community where differences among people are valued.
- Each student is entitled to an engaging curriculum, which demands initiative, risk-taking, and collaboration.
- Each student thrives when personal achievement and confidence are nurtured while self-reliance and responsibility are demanded.
- A truly engaged student must participate energetically in a multifaceted extracurricular program.
- Good citizenship endures into adulthood and extends into the community only when practiced by each student in every school activity.

# Academic Policies

## Academic Honesty

Academic honesty is a deeply held value at CCDS. Students are expected to do their own work and to give appropriate credit to the words and ideas that are not their own. Breaches in academic honesty are serious violations of the Honor Code, and students should avoid the appearance of dishonesty. Academic dishonesty can range from giving a peer the answers on homework assignments or copying lab reports to cheating on a test or exam to plagiarism on a piece of writing. Resubmitting work submitted to a different class is also dishonest. Students should not share their work with other students without the direct permission of an instructor. The above include some areas where issues of academic honesty can arise; it is not a comprehensive list. Academic honesty violations are adjudicated via the Honor Council and the Upper School administration.

## Academic Honors

Students achieving honors and high honors will be designated at the end of each school year. Honors are based solely on grade point average. A grade point average of 3.33 to 3.99 is designated as Honors. A grade point average of 4.00 and above is designated as High Honors. Pass/Fail courses are not included in the calculation of Academic Honors. AP and Honors courses each earn a one point increase in the GPA calculation.

## Academic Requirements

Twenty-two and one-half (22.5) credits earned in Grades 9-12 are required for graduation. One credit equals one full-year course which meets at least four periods per week. One-half credit is given for courses which meet for only one semester or for less than four periods per week.

- Courses taken in Middle School are for Upper School placement and not for Upper School credit.
- Summer coursework, including work done at CCDS, is for placement only; no credits will be earned towards graduation requirements for this work.
- Students in grades 10, 11, and 12 must take at least 5.5 credits each year. Students taking five Honors or AP courses need to take only five credits per year. Students in grade 9 must take at least six credits.
- Students must pass at least four courses a year in order to be promoted to the next grade level.
- Each senior must successfully complete a Cardio-Pulmonary Resuscitation (CPR) course.
- Each senior is required to complete a twenty-hour Senior Project at the end of the senior year.
- Students must complete ninety hours of community service. Up to thirty hours can be volunteer hours and at least sixty hours must be in service of the underserved.

<u>Department</u>	<u>Required Credits</u>	<u>Recommended Credits</u>
Arts	1.0*	
English	4.0	4.0
History (Modern World and US History)	3.0	4.0
Math (Alg. II and Geometry)	4.0	4.0
Modern Language (3 US credits in one language)	3.0	4.0
Science	3.0	4.0
Computer Science (beginning with class of 2021)	.5*	
Health	.5	
Physical Education	.5	
Electives	<u>2.0 or more</u>	
	22.5	

\*Students must complete a total of 2.5 credits in art and computer science COMBINED, with a minimum of 1.0 in art and .5 in computer science.

\*Students who pursue study of two languages simultaneously have flexibility to complete 2.5 credits in CS and arts combined, with minimum of .5 in each.

### **Academic Accommodations**

It is Upper School policy to offer up to fifty percent extra time accommodation for timed tests, quizzes and examinations for any student with a current (within the prior three years) Accommodation Plan or Action Plan. Any request for extra time accommodation on external standardized tests such as AP, SAT or ACT must be made directly to the College Board/ETS or American College Testing. CCDS reserves the right to determine whether other reasonable requests for accommodation may be granted. In all cases, further information on applying for learning accommodations is available from the office of College Counseling or the School Psychologist.

### **Academic Policy Exceptions**

Students whose circumstances seem to warrant an option other than those outlined in the Upper School Curriculum Guide must petition the School for a waiver of academic policy. If an exception is granted, the written explanation of the School's decision and any accompanying conditions will be placed in the student's permanent file.

### **Academic Review**

Grades in the following subjects will be used to calculate GPA for academic review purposes: Math, English, History, Modern Languages and Science. Any student earning a grade of C or lower will undergo academic review. Status levels include Academic Concern or Academic Probation and will be re-evaluated at the end of each quarter.

**Academic Concern** indicates that the student is not academically thriving in the CCDS Upper School. A student with two grades of C or below is placed on Academic Concern. This will result a meeting with the student's advisor. The student's college counselor and teachers may also be a part of the meeting. The advisor will then work closely with the student to monitor progress and report back to the family. If a student is placed on Academic Concern in any two of four academic quarters, they may be placed on Academic Probation. If a student is placed on Academic Concern for any two successive quarters, they will be placed on Academic Probation. Academic Concern will not be reported in the college process.

**Academic Probation** indicates that there are serious concerns about the student's ability to succeed in the CCDS Upper School. A student with any grade below a C- or a cumulative GPA less than 2.5 will be placed on Academic Probation. When a student is placed on Academic Probation, the contract for the next academic year will be held until the end of the current academic year—at which point a decision to release the contract or not will be made. When a student is placed on Academic Probation the Head of Upper School will reach out to the family and have a meeting with the student and the student's advisor. The advisor will then work closely with the student to monitor progress and report back to the family and Head of Upper School on a regular basis. Academic Probation will not be reported in the college process.

### **Adding and/or Dropping a Course**

Students may drop a year-long course prior to the start of the first semester exam week. Students may drop a semester course prior to exam week of that semester. Students may add a semester course or a year-long course up to end of the first full week of classes in the semester. If a course is dropped on or before the

dates indicated above, the course will NOT be shown on the transcript. If the transcript has already been sent to a college, that college will be informed that the course has been dropped. If a student withdraws from a year-long course *after* the end of First Semester, the transcript will indicate the following: the name of the course and whether a Pass or Fail has been earned. Section switches requiring a move from the honors section to a college prep section (or the reverse) should be made by the start of the second quarter.

### **AP and Honors Courses**

CCDS does not limit the number Honors and/or AP courses a student can take each year. Students are, however, strongly encouraged to seek academic opportunities that challenge them appropriately and in ways that also allow them to enjoy a range of meaningful extra-curricular and other educational activities offered in the Upper School. Working with the student, parent, teacher, advisor and department chair, the Director of Scheduling and Upper School Head reserve the right to amend a student's schedule for appropriate placement or section balancing. Moreover, a student performing below the B level in an Honors or AP course may be moved to a college prep section by the relevant academic department. AP and Honors courses each earn a one point increase for GPA calculation.

### **AP Exams**

All students enrolled in AP courses are required to sit for AP exams in May, and successful completion of AP course requirements depends upon students taking the AP exam. Any exception to this rule must be approved by the appropriate department chair and the Upper School Head.

### **AP Testing Weeks Policy**

Students may be excused from all morning classes on the day an afternoon AP test is scheduled. Students may be excused from all afternoon classes beginning at lunch on the day before a morning AP test. Students will take responsibility for making up missed work in *all* classes and for making arrangements for that make-up work with the class teachers. Teachers are expected to take into consideration the demands that are being made on AP students.

### **AP Testing With No AP Course**

Students may take AP exams when not enrolled in an AP course if:

- Country Day does not offer an AP course in the subject matter *OR*
- The Country Day AP or Honors course will not fit into their schedule  
and
- The department chair approves.
- The student successfully completes a practice exam, as determined by the department chair.

Country Day does not grant credit for AP exams. Students are not allowed to take AP exams in advance of taking the Country Day AP or Honors course equivalent. Students may not advance themselves into Independent Study courses by means of AP exam scores.

### **Attendance Policy**

Any student who is not at school will be marked "Absent", regardless of the reason for the absence. Absences will continue to be documented on student report cards. The School does not distinguish between "Excused absence" and "Unexcused absence" when documenting and reporting attendance, and the School reserves the right to determine the legitimacy of a student absence.

- When a student will miss school (late arrival, full day absence, or early dismissal) a parent/guardian must call the Upper School attendance line (513-979-0110) or email the Upper School Office ([usoffice@countryday.net](mailto:usoffice@countryday.net)). Calls or emails from students are not accepted.
- Students may miss classes for school-sponsored events and religious observances. It is not necessary or appropriate for non-seniors to visit colleges when the Upper School is in session. Parents are asked and expected to make every effort to schedule doctor, dental or other

appointments so they do not conflict with class time. If this is impossible, an accompanying note from the doctor, dentist or professional is required. Parents are expected to arrange family vacations at times that do not interfere with class time. Students accumulate attendance points when they miss school for family vacations and may incur academic penalties.

- Whenever a student feels unwell and wants to leave school before the end of the academic day, he or she must visit the School Nurse before contacting a parent/guardian. If the nurse is unavailable a student should go to the Upper School office to contact a parent. Any student who leaves school during the academic day because he or she is unwell may not return to participate in after-school activities. Extended medical absences of three days or more should be supported by a note from a physician.
- School begins promptly at 8:10 AM. Students arriving at school after 8:10 AM must sign in with the Upper School Office immediately upon arrival, regardless of the reason for lateness. Students arriving tardy to school receive a single point on their attendance record. Students missing school due to vacation will receive four points for each day of classes missed and may incur academic penalties for work missed. Acquiring four points in any combination of attendance issues earns a student a detention. Habitual offenders will be subject to further disciplinary action.
- A late arrival to school accompanied by a note from the doctor, dentist, or professional does not merit any points on the attendance record.
- Students must arrive on campus before 10:00am to be eligible to participate in any after school extra-curricular activities.
- Parents/Guardians who are out of the country or are away from home must leave emergency contact information and a surrogate's information with the Upper School office.
- When an absence is unexcused, students have minimal time to make up work and may incur academic penalties on that work. For example, a family goes on a trip that is not excused, students must make up the missed work immediately upon return.
- Students who skip a class receive no credit for missed material.

### **Course Requirements**

All courses require that the student take the semester examinations or equivalent. A student cannot receive an Incomplete for a course requirement and still pass the course.

### **Course Selection and Registration**

Each spring, students register for courses for the following year. This is done in consultation with teachers, department chairs, advisors, college counselors, parents, and the Director of Scheduling. Students who wish to take a course that the student was not recommended for should meet with the appropriate department chair to initiate discussion regarding placement.

### **Cum Laude Society**

CCDS is privileged to have a chapter of the Cum Laude Society which honors the academic achievement and academic integrity of high school students. The Cum Laude Society's motto - Arete (moral excellence), Tike (justice), Time (honor) guides the CCDS Cum Laude committee. At the end of Junior year, up to ten percent of the junior class is elected to the society based primarily on the weighted GPA for junior and sophomore years. A second ten percent of the class is elected at the end of the first semester of the senior year, based primarily on the weighted GPA from sophomore and junior year as well as the first semester of senior year. Inductees are honored each spring at a dinner and induction ceremony with their families and the Upper School faculty.

### **Electives**

Priority in staffing matters is given to maintaining low section sizes in core academic courses that are required towards fulfilling the graduation requirements. Therefore, CCDS cannot guarantee that every

course will run or that a student will always get a first or second choice elective. During the course planning process, students are required to choose, by department and in order of preference, three electives from the course offerings document. Working with the appropriate department chair and the Director of Scheduling, the Upper School Head will make the final decision whether or not an elective course will ultimately run. English and History electives are distinct semester courses, and credit is granted only with the completion of the **full** semester of work in each course.

### **Grading**

Letter grades are used to record all Upper School Grades.

<u>Grade</u>	<u>GPA</u>	<u>Range</u>
A	4.0000	93-100
A-	3.6667	90-92
B+	3.3333	87-89
B	3.0000	83-86
B-	2.6667	80-82
C+	2.3333	77-79
C	2.0000	73-76
C-	1.6667	70-72
D+	1.3333	67-69
D	1.0000	63-66
D-	0.6667	60-62
F	0.0000	<60

### **Homework Guidelines**

The amount of time it takes to complete homework varies from student to student, making it impossible to provide a uniform expectation. Teachers will, on average, assign no more than forty-five minutes of homework per class meeting. In Honors (H) and Advanced Placement (AP) courses, students should expect forty-five minutes to an hour of daily homework. No homework is assigned over Thanksgiving, Winter Break, or Spring Break. (AP and Honors level courses may have the equivalent of one week’s worth of homework assigned over the period of time that encompasses CCDX and spring break.)

### **Incomplete Grades**

If a student’s work is incomplete and there is a school-excused or school-approved reason, the report card will indicate an “I” and a deadline for completion will be set, usually within two weeks of the end of the quarter for make-up work and clarified with the student and his or her advisor and family. When the deadline is reached, the Director of Scheduling will record the grade. If the work is not made up, the student will be given a zero and the grade for the term will be determined by averaging in the zero.

### **Independent Study**

Independent Study provides qualified students the opportunity to work with a faculty supervisor in order to investigate issues and topics of common interest and shared passion. Any student who has fulfilled departmental requirements, has exhausted existing departmental offerings, and has previously demonstrated academic excellence in the relevant discipline is, potentially, eligible for Independent Study. An Independent Study must be a student’s sixth course and cannot be used to fulfill or replace any graduation requirement. Each independent study has a faculty supervisor who will help the student develop a written proposal for Independent Study that should include a detailed summary of the course of study, relevant materials and activities, the frequency of meetings with the supervising teacher, and assessments (including any final project or presentation). The deadlines for submitting a written proposal are **November 1** for a second semester Independent Study, and **May 1** for a first semester Independent Study. Proposals should include the following signatures: the student, the supervising faculty member, the parent(s), the faculty advisor, the relevant academic department chair, and the Director of College Counseling. The Academic

Council will make the final decision. Once approved, Independent Study is subject to the same conditions and guidelines as regularly scheduled courses, including the Add/Drop deadline.

### **Medical Leave**

There are times when CCDS must respond to a serious health condition or life-threatening behavior. In such incidents, CCDS may support a student by requiring time away from school or with the implementation of a modified school program. Re-entry protocols will include, but are not limited to, documentation from a health care provider that the student is strong enough to return to school and the risk of relapse is low. The health care provider will also outline any specific recommendations for or limitations to the student's program. Re-entry plans will be developed with the division head, Support Services, the student, and the student's parents. The school nurse, deans, physicians, and advisor may also be called on to develop and support a re-entry plan.

### **Physical Education**

All students must earn .50 credits in PE. PE classes concentrate on individual and lifetime sports, outdoor education, and health and safety topics. Each semester PE class counts as .25 credits; a year-long enrollment in PE is .5 credits. Although interscholastic athletics are optional, students are strongly encouraged to participate in them. Participation in four seasons of interscholastic sports may be used to earn .25 credits in PE; this, alone, satisfies one half of the PE requirement. PE may also be taken in the CCDS summer program and counts for .25 credit in PE. Independent, off-campus athletic involvement does not excuse a student from fulfilling the PE requirement.

### **Private Music Instruction**

Students who take music lessons through the CCDS Upper School may earn 0.25 academic credit towards the Arts graduation requirement for each successfully completed year of lessons. The lessons must take place during the school day with CCDS instrumental/voice faculty and will be in addition to the minimum credit load per year of 5.5 academic credits or 5.0 academic credits if a student is enrolled in five Honors or AP classes. Lessons will be graded on a Pass/Fail basis and will not be factored into any GPA calculation.

### **Return of Student Work**

Student work should, typically, be graded and returned to students no later than seven calendar days after it is collected by the teacher. Common sense, cooperation and understanding are essential; any questions, conflicts or concerns regarding work not returned after seven days should first be discussed by the student with his or her teacher and, if necessary, the appropriate department chair.

### **Student Support Services**

The Upper School Learning Specialist offers assistance with study skills, test taking strategies, organization, and time management. The Learning Specialist also provides consultation and assists in planning educational strategies with parents and teachers. Services available from the School Psychologist include: counseling, consultation, evaluation, and crisis intervention and staff development. Students may seek information from the School Psychologist without parental consent. However, consent is required prior to services, except in crisis situations. The School Psychologist provides information to students in Health classes, upon request, and is available to consult with teachers and parents. Parents of students with special learning needs may contact either the School Psychologist or the Upper School Learning Specialist to begin the process of developing an accommodation plan.

### **Study Hall**

Students earning a grade of C or below in any class or at the discretion of the Upper School Head at either the Interim or at the end of a quarter are placed in study hall for the following marking period. At the start of the year, all new and 9<sup>th</sup> grade students, except those who earned a 90 or above cumulative average in

CCDS's 8<sup>th</sup> grade, are placed in study hall until the first quarter is complete. Study Hall provides a closely supervised environment where students can work productively. Students whose grades improve over the course of the quarter are not released from Study Hall obligation until the end of the quarter. Students who have any incomplete grades are placed in Study Hall until the Incomplete is satisfied. Study hall proctors may limit computer use and should monitor student work closely.

### **Summer School Course Policy**

When a course is taken for credit at another school or a college or university, students should understand that the credit will not count as one of the 22.5 required for graduation unless it is to make up for a CCDS course failure. A student considering summer school courses, either for enrichment or for more advanced placement in CCDS courses, should consult with the CCDS head of the department in which the course is to be taken. A student considering taking summer school courses to account for a poor grade or a failure during the school year should consult with the student's advisor, the appropriate department chair, and the student's college counselor. **Courses taken at another academic institution do not appear on a CCDS transcript.**

### **Tests, Papers, Quizzes**

Students are expected to take no more than two full-period tests per day. It is more difficult to be prescriptive regarding requirements for quizzes, papers, etc. Any time a student feels overwhelmed by his or her academic responsibilities, the student should be proactive in respectfully communicating this to his or her advisor and teacher(s) *well in advance of any relevant deadline*. The student can do so in the knowledge the advisor and teacher(s) will be supportive and accommodating.

### **Tutoring**

On-campus tutors are required to go through a screening process prior to having access to our facilities and being assigned a tutoring location. Private tutoring should take place before or after school hours unless otherwise approved by the Upper School office. Arrangements between families and tutors are the responsibility of the parties involved. Tutoring for compensation cannot take place between a child and their current classroom teacher. CCDS faculty tutors may only tutor outside of regular school hours. It is the obligation of the tutor to support the teacher and student through regular communication regarding course expectations and skill building.

## Course Offerings: 2022-2023 Academic Year

### ARTS

#### Performing Arts

##### ❖ Semester Courses

#### **Drama I**

Drama I introduces students to theater skills and concepts both onstage and in our daily lives. Students will learn the fundamentals of theatre mainly through video projects, including the creation and performance of short scenes and monologues. Additional studies will include world theater history, basic film and theater concepts and genres, as well as critical thinking and observational skills.

#### **Drama II**

Drama II builds upon the skills developed in Drama I. Students will become adept at interpreting the scripted word in multiple genres and producing their efforts through live performance and video. Students will also learn basic video editing skills required to produce their own scenes and videos in video streaming platforms. *Prerequisite: Drama I or Instructor's approval.*

#### **Technical Theater I**

Technical Theater I offers a comprehensive look at the backstage aspects of theater. The class will range in subjects from theater safety to carpentry, lighting, theater sound, and more. The class will consist of hands-on learning, and project-based grades relating to various skills required backstage. Students in this class will have opportunities to work backstage for productions and events.

#### **Technical Theater II**

Technical Theater II will continue to build upon the principles and concepts discussed in Technical Theater I and in 8<sup>th</sup> Grade Technical Theater. Focusing more on the design aspect of theater, this course will offer multiple opportunities for students to create and compose with their own ideas as they shape pieces to be used in a performance. Students will learn the creative process from conception and brainstorming to the final performance of the piece. They will learn to utilize the drafting software, Vectorworks, in their planning and preparation as well. *Prerequisite: Technical Theater I or 7<sup>th</sup> AND 8<sup>th</sup> Grade Technical Theater.*

#### **Video Production**

Video Production is a semester long course where students will learn the basics of camera angle and setup, lighting and sound, and post-production editing. No requirements are necessary to join the course, but Computer Science and/or Tech Theater 1 is encouraged. Students will put their gained skills and knowledge into specific project work (i.e., video trailer creation for US Play and Musical, video archive and editing for US Play and Musical, and video production and editing for other extracurricular programs requiring video support). Along with hands on video production work, students will learn film and video history to contextually support their efforts and help them design and develop their own projects.

#### **Voice and Speaking Dynamics**

Voice and Speaking Dynamics is a course designed to aid and instruct students to effectively prepare and deliver many types of speeches required in all walks of life, formal and informal. Students will discover the power and ability of vocal tonality in communication. Through the exploration, preparation, and practice of different types of public speaking, students will develop their own confidence in their physical and vocal presentation skills. Evaluation will be based on participation, preparation, and performance of

informative, persuasive and entertainment speeches and readings with a final project of developing and presenting their own major speech or presentation at the end of the semester.

### ❖ Full Year Courses

#### **Honors Drama**

The Honors Upper School Drama class is a year-long course devoted to the student who wishes to learn the specifics behind the basic concepts taught in Drama 1 and Drama 2. Students wanting to join the honors track will need to meet the following requirement: Completion of Drama 1 and Drama 2 or performing in at least two Upper School theater productions. During the year, students will be required to participate in the Upper School Fall Play, complete dramatic method assignments ranging from Stanislavsky to Meisner, complete Theater History readings and listening assignments, and conduct research on a contemporary playwright. Along with the Upper School Fall Play, students in the Honors track will need to complete one spring semester ensemble project which will include the creation of a One Act play to its performance. *Prerequisite: Drama I AND Drama II or participation in two US Theater Productions in acting or stage management.*

#### **Chorale**

Chorale incorporates the study of healthy vocal techniques through choral literature. Students continue to learn and develop fundamental musicianship skills through a wide variety of instructional settings and performances. Selected music spans many genres to enhance student understanding and performance of music in different cultures and time periods. Music history, theory, cultural relevance, and staging or choreography are at the core of the choir. Participation in school concerts in Winter and Spring is a requirement of the course. Additional performance opportunities are offered throughout the year. Students will be graded on in-class participation, applicable class work, and participation in all concerts.

#### **US Band**

Upper School Band is a performance-based class. This course is open to students who play woodwind instruments, brass instruments, string instruments, and percussion instruments. Guitar players are accepted with approval from the teacher. Students develop their musicianship skills through participation in large and small ensemble experiences reading music. Sight reading, instrument technique, listening, music theory, and music history are covered during the year of this course through the context of the ensemble's repertoire. Students are required to perform in various events set at the beginning of the school year. Participation in concerts is a requirement. *Prerequisite: Minimum of 3 years of experience in a school music class (including middle school), audition, enrollment of private lessons or Instructor's Approval.*

#### **Honors Upper School Band**

The Honors Upper School Band meets along with the Upper School Band. In addition to all of the expectations for US Band, Honors students will additionally be required to play at a Grade 3-4 level of group music or Solos with a rating of Class B or above, complete music theory assignments up through harmonic progression identification, and Music History readings and listening assignments. Along with concerts, students in the honors track will need to complete one semester project with a topic focused either in Music History, an original composition using a notation program such as Sibelius, Finale, or Musescore, or high level solo or small group performance for the concert. *Prerequisite: 1 year of US Band and an audition consisting of scales (Concert Bb, Eb, F, Ab Major, and Chromatic), solo excerpts, and sightreading as decided by the music instructor.*

#### **Private Music Instruction**

Students who take music lessons through the CCDS Upper School may earn 0.25 academic credit towards their Arts graduation requirements for each successfully completed year of lessons. The lessons must take place during the school day with CCDS instrumental/voice faculty and will be in addition to the

minimum credit load per year of 5.5 academic credits or 5.0 academic credits if a student is enrolled in five Honors or AP classes. Lessons will be graded on a Pass/Fail basis and will not be factored into any GPA calculation.

## **Visual Arts**

### **Visual Arts**

Visual arts classes may have a modest supply fee.

### **Visual Arts track**

#### **Studio Track**

Art 1

Art 2

Honors Studio or Advanced

AP Studio

#### **Photo Track**

Art 1

Photo 1

Photo 2

Honors Photo

AP Photo

### **❖ Semester Courses**

#### **Art I**

Art I is the introductory course only for the Studio Art and Photography tracks. It introduces students to the basics of drawing and design, with an emphasis on developing skills and confidence in traditional drawing techniques. Topics of study include the vocabulary of the Elements and Principles of Art and Design, contour drawing, shading in pencil, one-point perspective, creating the illusion of form and depth, portraiture from a frontal view, and an introduction to the history of Western Art from prehistoric times through the Baroque period. *Note: Art 1 and 2 are best taken consecutively, as together they function as a full introduction to drawing, design, and the history of Western art.*

#### **Art II**

Art II picks up where Art I leaves off, deepening students' understanding of drawing and design skills and picking up the story of Western Art in the 18th century. Students take on greater challenges such as 2-point linear perspective, color theory, planar analysis, and portraiture from various viewpoints, as they explore a range of drawing and painting materials. Students are expected to stretch their technical skills, while also developing increasing independence in creative thinking, developing their personal voice, and planning artwork through a creative planning and problem-solving process. *Prerequisite: Art I or, in exceptional cases, a portfolio review and permission of the instructor.*

#### **Photography I**

Photo I introduces beginner students to a variety of techniques, concepts, and contemporary photographers. The course concept is theme-based creativity. Students learn basics of camera handling and composition in harmony with thinking outside of the box. Students are exposed to tools such as Adobe Lightroom, Adobe Photoshop, and creating with glass. Students will also learn wet darkroom and lighting techniques. *Prerequisite: Art I.*

## **Photography II**

Photography II is designed to explore new techniques while expanding on skills established in Photo I. The course concept is “Dreams, Fears, and Obsessions.” Students create images using traditional and alternative methods such as Cyanotypes, Van Dyke, digital negatives, creating with glass, silver printing, and photo transfers and lighting techniques. Photo II challenges visual concepts and broadens knowledge of contemporary photographers. *Prerequisites: Art I and Photo I.*

### **❖ Full Year Courses**

#### **Advanced Studio Art**

Advanced Studio Art allows students to continue to develop their technical and creative skills using a greater range of materials than Art 1 and 2. Students continue to study the work of master artists, focusing on contemporary artists and exploring artistic traditions from around the world. While this class is offered in combination with Honors and AP, the Advanced Art students work at a slower pace and will be graded on a different rubric than students at the AP and Honors level. This course is appropriate for students who wish to continue developing their skills in preparation for taking Honors or AP Studio Art. It is also appropriate for students who wish to develop their creativity and love of art, but without the additional time commitment required of students in Honors or AP Studio Art. *Prerequisite: Art 1 and 2*

#### **Honors Studio Art**

Honors Studio Art is designed for students who want to challenge themselves technically and creatively in the art studio and prepare for AP Studio Art. The curriculum dovetails with that of the AP level as students choose a Sustained Investigation Topic of personal interest and explore it through a variety of assignments that pose technical and creative challenges, including a wide range of media and processes. Students should be prepared for a faster pace both in class and on homework assignments as they tackle material that challenges their technical ability and conceptual thinking. Assignments will be graded on a rubric based on AP requirements in order to push students to continue their growth, with the understanding that students will continue to develop their skills for another year before reaching the AP level. *Prerequisite: Art 1 and 2, and recommendation by instructor*

#### **Honors Photo**

Honors photo is designed for serious students wishing to challenge themselves by creating a sustained investigation portfolio. Sustained investigation engages students in both process and product. Honors students follow the AP curriculum without the pressure of the AP rigor. Students experience advanced techniques that build on the skills of Photo II. The course emphasis is on concept and execution. *Prerequisites: Art I, Photography I, II, and department recommendation.*

#### **AP 2-D Design Photo**

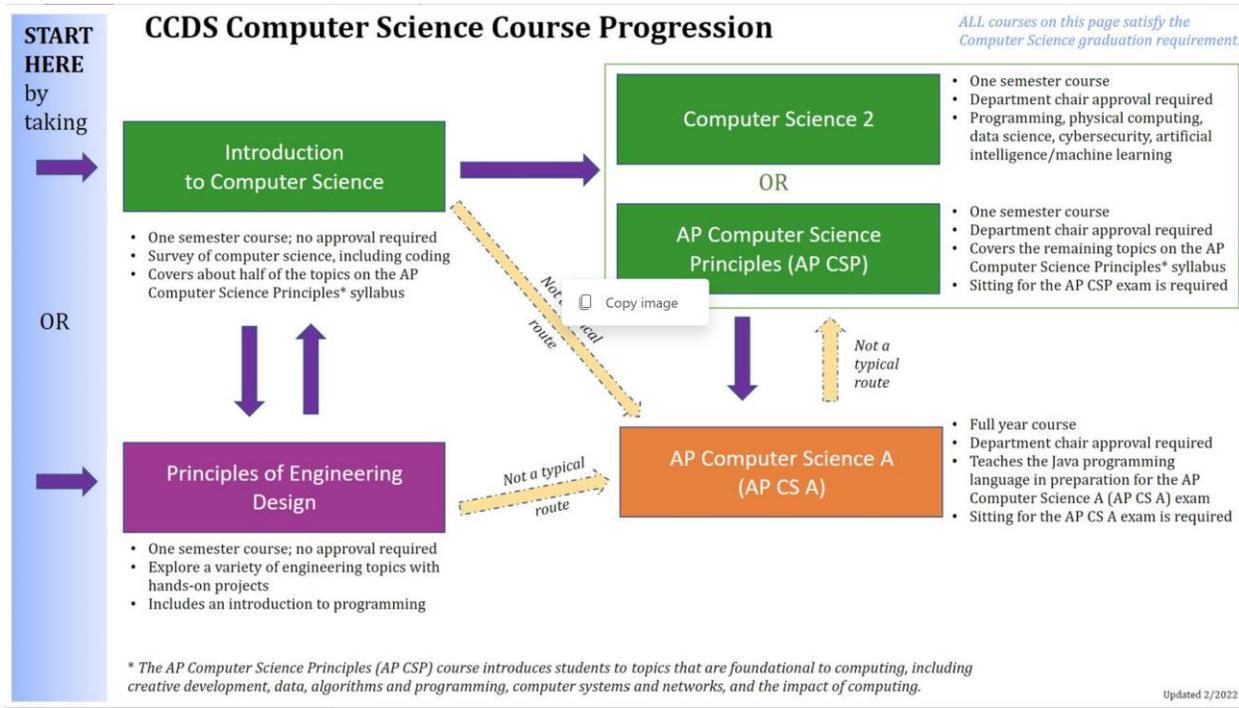
The Advanced Placement in 2-D design is a photography portfolio designed for students who want to make a serious commitment to photography through a sustained investigation in their upper school experience. This course is a comprehensive and challenging measure of a student’s growth and requires a substantial amount of time beyond class periods. The course is a full-year study and includes work in several specific areas in addition to a personal vision emphasis. *Prerequisites: Art I, Photography I, II, and department recommendation.*

#### **AP 2-D Design - Studio**

AP students prepare to submit a portfolio in either Drawing or 2-D Design to the College Board. Students choose a Sustained Investigation Topic of personal interest and explore it through a variety of assignments that pose technical and creative challenges, including a wide range of media and processes. As the year goes on the students' work will become increasingly self-driven. Students will be graded based on the AP rubrics, with the expectation that their work will be at the highest level. This class is

appropriate for students willing to make a commitment and interested in pushing themselves creatively and technically. *Prerequisite: Art 1, Art 2, Honors (or portfolio review), recommendation of the instructor.*

## COMPUTER SCIENCE



### ❖ Semester Courses

#### **Principles of Engineering Design**

In this introductory course, students work through the engineering design process as they apply design thinking and content knowledge to hands-on projects with real-world impact. Each project will include an introduction or review of necessary STEM content. Course topics include reading and creating orthographic projections and scale drawings, electronics, coding, and fabrication. Students will develop basic design and fabrication skills as they learn about additive manufacturing, laser cutting, milling, and building. As a capstone project, students will demonstrate their learning by working on a self-selected project.

#### **Introduction to Computer Science**

This course introduces students to the field of computer science, which includes much more than programming. Students build an awareness of the broad reach of computer science by exploring how computers communicate, how the internet works, intellectual property, and the beneficial and harmful effects of computing innovations such as artificial intelligence. Over half of the course is dedicated to programming; students challenge themselves, whatever their experience level, while coding in a graphics-based Python curriculum. Students complete creative coding projects as they progress and design a final coding project that showcases their programming skills. The topics in this course follow the College Board's AP Computer Science Principles course curriculum. Students who take Introduction to Computer Science **and** the semester-long AP Computer Science Principles course will be prepared to sit for the AP Computer Science Principles exam.

## **Computer Science 2**

This course builds on the foundation of Introduction to Computer Science; students continue to develop their Python coding skills in a graphics-based Python curriculum with self-paced lessons. As their skills progress, students apply their programming knowledge to physical computing devices such as Micro:Bit, Circuit Playground Express, and Arduino. Students complete creative coding projects and a final coding project to showcase their programming skills. This course also explores other important areas of computing, including artificial intelligence, cyber security, and data science. Projects enable students to dive deeper into these areas of computing. ***Prerequisites: Intro to Computer Science or equivalent AND permission of the department.***

## **AP Computer Science Principles**

Students who complete both Introduction to Computer Science and this course will be prepared to sit for the AP Computer Science Principles exam. In the first half of this course, students work through self-paced lessons to expand their Python coding skills and practice for the AP Create Performance Task. As required by the College Board, students are given 12 in-class hours to plan, complete, and submit their AP Create Performance Task. In the second half of the course, students are introduced to the remaining topics in the AP Computer Science Principles curriculum, including data compression, search and sort algorithms, solution time, parallel and distributed computing, the impact of computing on society, and an introduction to data science. Throughout the semester, students are assigned practice multiple choice questions and a practice AP exam to prepare for the written portion of the AP exam. ***Prerequisites: Intro to Computer Science or equivalent with permission of the department.***

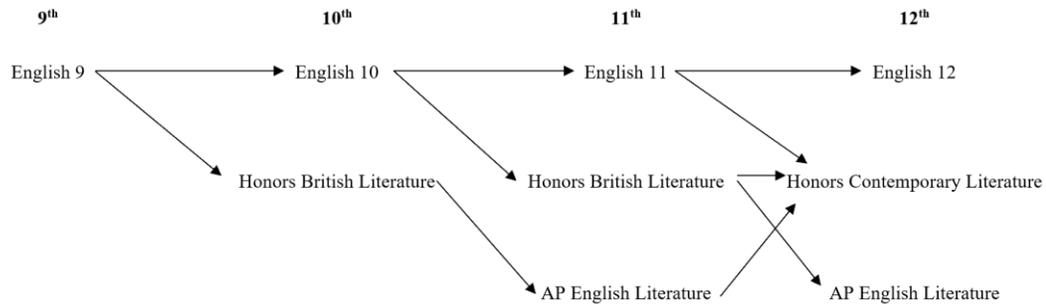
### **❖ Full Year Course**

## **AP Computer Science A**

This course is equivalent to an entry level Computer Science course at the collegiate level. The year-long course covers a deeper exploration of software development and engineering, with a specific focus on Object Oriented Programming (OOP) structure. Building on foundations from other Computer Science course offerings, this class focuses on helping students develop deeper problem-solving skills and more refined algorithm design. Students continue from the basic constructs of procedural programming variables, conditionals, loops, arrays, and add concepts such as multi-dimensional arrays, recursion, and inheritance. Advanced Java packages will be covered and used in the design of projects in advanced programming. Students will be prepared for the AP Computer Science A exam. ***Prerequisites: Algebra II and permission of the department or successful completion of either Computer Science 2 or AP Computer Science Principles.***

## ENGLISH

### Upper School English Progression



\*English electives are offered second semester to all seniors in English 12 and Honors Contemporary Literature.

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### ❖ Full Year Courses

#### **English 9**

The ninth-grade English course introduces students to some of the most important works of literature, beginning with mythology and extending into the 21<sup>st</sup> century. In the past, assigned works include *Beowulf*, *Romeo and Juliet*, and *Lord of the Flies*. With its emphasis on developing analytical reading and writing skills, English 9 serves as the foundation of the college prep and honors English sequences. The course will emphasize the mastery of grammar, usage, and mechanics as well as the development and application of an expanded vocabulary.

#### **English 10**

English 10 focuses on exposing students to world literature titles. Core titles include works such as *Into the Wild* by John Krakauer, *Persepolis* by Marjane Satrapi, *The Book Thief* by Markus Zusak, and *Macbeth* by William Shakespeare. Students use these titles, along with other short works, to examine how identity and storytelling are connected. Students are expected to write literary analysis essays with insight and clarity. The grammar emphasis is on sentence combining, effective comma usage, and subject-verb agreement. Vocabulary study is derived from assigned reading, and students are expected to integrate varied diction and syntax in their own writing.

#### **English 11**

English 11 introduces students to the breadth of American literature, from the Puritans to the writers of the present. Alongside classics like *The Scarlet Letter*, *The Narrative of the Life of Frederick Douglass*, and *The Great Gatsby*, students grapple with modern texts, which in the past have included titles like Luis Valdez's play *Zoot Suit*, Octavia Butler's novel *Kindred*, and Gene Luen Yang's graphic novel *American Born Chinese*. Students also study the poetry of movements such as Romanticism, Modernism, and the Harlem Renaissance. In composition, students handle more sophisticated literary issues, properly incorporating evidence in their literary analyses.

#### **Honors British Literature**

The prerequisite to AP English Literature, Honors British Literature is a challenging introduction to the British literary tradition. Designed to challenge enthusiastic and insightful readers, Honors British Literature assigns students significantly more reading than English 10. Students read classic 19th-century

British novels such as *Pride and Prejudice* as well as post-colonial works like Achebe's *Things Fall Apart*. Other areas of study include Shakespeare (*Othello* and the sonnets), the Romantic poets, and the Victorian and Modernist periods. *Prerequisites: Students must demonstrate a grasp of analytical writing and have earned at least an A- in English 9 or CP English 10.*

### **AP English Literature**

Building upon the British Literature foundation taught in Honors English Literature, AP English Literature focuses on the experience, interpretation, and evaluation of American literature, including works like Hansberry's *A Raisin in the Sun*, Fitzgerald's *The Great Gatsby*, and Chopin's *The Awakening*. The course is intended for students who enjoy challenging reading and the interplay of ideas through discussion and writing. Writing assignments will focus on the critical analysis of assigned reading and will include expository, analytical, and argumentative essays. Students are expected to speak and write clearly, cogently, and elegantly about literary works. *Prerequisite: B+ or higher in Honors British Literature.*

## **❖ Grade 12 Semester and Quarter Courses**

### **English 12 (Semester One)**

Students in this course read contemporary works with a focus on research writing in preparation for collegiate expectations and demands. To this end, students revisit such essential skills as thesis statements, outlines, text support, commentary, paper revisions, and proper citation. Texts vary but are typically nonfiction in nature and have included: *The Other Wes Moore*, *The Nickel Boys*, and *Outliers*.

### **Honors Contemporary Literature (Semester One)**

This class will ask students to apply the analytical skills gleaned from honors and AP English to challenging novels, short stories, plays, and poetry. Students in this course read *Beloved*; *There, There*; and a number of other contemporary works selected by the teacher. Writing assignments are frequent and varied; students are expected to be proficient writers, eager to hone their skills further. Reading assignments are significant; advanced comprehension skills and a love for literature are necessary. *Prerequisite: B or higher in AP English Literature or Honors British Literature. Students who earn an A in CP English 11 may be recommended to enter the class.*

### **English 12 (Semester Two Quarter Electives)**

All seniors will take two quarter-long courses, which approximate the atmosphere and expectations of College English classes while giving students an opportunity to pursue their interests. Listed below are the offerings from spring 2022, though these course offerings vary from year to year.

## **❖ Grade 12 Third Quarter Electives**

### **May the Odds Be Ever in Your Favor: Dystopian and Post-Apocalyptic Fiction**

Come explore dyslit classics old and new as we see how futuristic literature has been remarkably clairvoyant, offering cautionary tales for our planet and its citizens. This course explores the themes of utopian and dystopian thought and their primary expression in literary texts. We will explore how dyslit critically engages and interrogates relationships between knowledge and power, and freedom and oppression. Core texts will include Aldous Huxley's *Brave New World* and Cormac McCarthy's *The Road*. We will also be reading shorter works by Ray Bradbury, Margaret Atwood, and Kurt Vonnegut. Katniss Everdeen may even make an appearance!

### **The Family Memoir**

No matter how mundane or strange you think your own family, yours has a story to tell. In this course, students will contemplate issues surrounding the memoir as genre and will read memoirs ranging from the

tragic to the comic. All student writing will be in the form of personal narratives. The course will begin with reading of *The Glass Castle* by Jeannette Walls. From there, students will subdivide into book clubs, selecting from celebrated memoirs such as *Heavy* by Kiese Laymon, *Fun Home* by Alison Bechdel, *A Heartbreaking Work of Staggering Genius* by Dave Eggers, and *Crying in H Mart* by Michelle Zauner. As the course continues, students will dissect selections from memoirs with increasing autonomy, considering memoirists' choices as they subsequently develop their own writerly voices. The course will conclude in the publication of three memoir chapters.

### **Madness in Literature**

RED...rum. Red...rum. Redrum. Hah! Hah! Hah! Is insanity the disease of the soul, the spirit, or the body? Is the madman a genius who sees the mystery concealed from other people? Is madness an awful mirror of the "normal" world? Madness is a basic, controversial aspect of our culture, and it is a popular subject in literature. According to Peter Pelbart, literature might "not be possible without a degree of madness--a madness that forms the limit and condition of creativity." Madness challenges texts, language, and thought. Madness in Literature invites you into other worlds that elicit new connections and challenge unknown resistances. Works covered in the past and under consideration: Palahniuk's *Fight Club*, Plath's *The Bell Jar*, Shaffer's *Equus*, and Vonnegut's *Slaughterhouse Five*, along with selections from Eugenides' *The Virgin Suicides* and Guest's *Ordinary People*. Past years have also included studies of the films *One Flew Over the Cuckoo's Nest* and *Ordinary People*.

### **Music and Literature**

When Bob Dylan was awarded the 2016 Nobel Prize in Literature, it ignited heated academic arguments--is music literature? Can lyrics stand alone without music? In this elective, we'll use the critical lenses students have used in previous coursework to examine popular music in cultural context. We'll trace the lineage of beat poetry up through Dylan's great leap forward and on to the intricate wordplay of Kendrick Lamar and his hip hop contemporaries. We'll also delve into the grand storytelling traditions and cultural contexts of American folk, blues, and country music. Furthermore, students will practice writing *about* the music they love. This course exists at the intersection of English, history, and cultural criticism, and aims to spark students to think about why they love the music they do. Texts include Allen Ginsberg's *Howl and Other Poems*, John Darnielle's *Master of Reality*, and Hanif Abdurraqib's *Go Ahead in the Rain*. This course will deal with explicit language and content.

## **❖ Grade 12 Fourth Quarter Electives**

### **Shakespeare in Context**

Words, words, words! For most, their introduction to the works of William Shakespeare tends to revolve around only the words, forgetting those words were intended to be performed. For over 400 years, Shakespeare's words have been performed with each generation finding new context behind the meaning of his stories. It is in this consistent reimagining of his work that we, as humans, have held the mirror up to nature and seen ourselves. It is what makes Shakespeare timeless to the human condition. This course seeks to offer a challenging, fun, and creative approach to understanding one of the most famous writers in the English language. Students will be introduced to a play from his canon that is less frequently read and taught, *The Merchant of Venice*. Over the quarter, we will examine the play, its characters, and its themes, as well as its productions throughout history. From this, students will work to create their own context through planning an imaginary Broadway production of the play as a practical thesis of the work and our time.

### **Where the Wild Things Are: Exploring Environmental Literature**

Can literature help us rethink our views and relationships with the natural world? Eco-critics think so. Come and explore the relationship between literature and the physical environment. We will dabble in a mix of

eco-philosophy, eco-lit theory, and literature. Our goal will be to explore relationships between place and space, humans and nonhumans (post-humanism), and Western and Indigenous approaches to land and place. Assignments will focus on a digital mix of analytic and creative responses to readings, theory, and the development of our own eco-philosophies. Our main text will be *Into the Wild* by Jon Krakauer. From here, we will springboard into the works of Thoreau, Emerson, Tolstoy, London, Carson, Powers, Cajete, and Atwood.

### **Narratives of Power**

This course will examine how narratives can reinforce ideas and views which marginalize and devalue a race of people. The foundation of the course is built on the understanding that narrative has the power to shape identity so therefore it is important to consider who is telling a story. Using Colson Whitehead's *The Underground Railroad*, The New York Times *1619 Project*, Maya Angelou's poetry, NPR's podcast *Throughline*, and other texts, students will analyze the ways in which narratives around race have enabled privilege among certain people and overall shaped the United States. Through literary analysis students will reflect on the connection between narratives and issues of racial justice in our world. The class will culminate in the creation of a multi-genre project which will ask students to produce literary analysis on the novel, along with personal reflection, in a comprehensive project consisting of several different types of genres.

### **Walking in Literature**

Whether it is wide-open meadows, rolling mountaintops, deep woods, or urban sidewalks surrounded by the buzz of city life, spending time outdoors enriches the imagination and has inspired generations of literature. The center of such writing is often movement: walking, running, hiking, or just aimless wandering. In this elective, we will read a selection of works that feature walking and other forms of outdoor movement for adventure, travel, exercise, meditation, and survival. As we read and take some of our own walks here on campus, we will closely observe our surroundings and consider the scientific and physical benefits of outdoor movement and ways it embodies the literature we are reading. We will also consider the topic from the perspective of those whose access to outdoor mobility is limited for various reasons. Our readings may include works by Henry David Thoreau, Cheryl Strayed, Bill Bryson, selections from poets Coleridge and Keats, Virginia Woolf, Emily Brontë, and others.

### **Streets and Hills: The *Other* America**

News media and popular culture surround us with stories of violence, poverty, and urban decay. This course offers a peek into the processes of sociological thinking and research on poverty, inequality, and crime in US cities and rural America, focusing on both the causes and consequences. We will examine political and economic ideologies that shape our understanding of underperforming schools, poverty, gang violence, drop-outs, joblessness, drug addiction, and the incarceration of young adults. The course will address the role the media plays in fostering fear of crime and racial stereotypes, along with class-based identities and consciousness. *Street Corners and Hills: The Other America* challenges you to think about policy solutions to complex urban and rural problems of today, drawing from different academic, media and narrative sources. We'll be reading Venkatesh's *Gang Leader for a Day: A Rogue Sociologist Takes to the Streets* and Vance's *Hillbilly Elegy*, along with selections from Hobbs' *Short and Tragic Life of Robert Peace*, Dubner and Levitt's *Freakonomics*, Gladwell's *Outliers*, and Anderson's *Code of the Streets*. We'll also watch and discuss scenes from the HBO series, *The Wire*, Seasons 1 and 4.

### **Graphic Novels**

This course will examine the rich history of visual storytelling, beginning with narrative cave artworks and building towards the explosion of superhero comics during the Great Depression. We will spend most of our time in the modern era, centered around a close reading of Alan Moore's epochal *The Watchmen*. Other texts include excerpts from Neil Gaiman's *The Sandman*, and Ta-Nahesi Coates's run of *Black*

*Panther* issues, and students will have the opportunity to read works of their own choice—and pitch a graphic novel of their own (no art ability required).

## **HEALTH & PHYSICAL EDUCATION**

### **❖ Full Year Courses**

#### **Health: The Adolescent Experience (Grade 9)**

Health provides students with a forum to discuss and learn about issues that directly affect their social, mental and physical wellness as an adolescent. The course is designed to prepare students for their journey into adulthood by building communication skills, creating sensitivity to others, and fostering self-esteem. Relevant and varied topics encourage students to make positive life decisions, take responsibility for their actions, and have compassion for those around them. Students will also have regular contact with senior Peer Mentors who guide them during their transition into the Upper School. Health is graded as Pass/Fail and earns .5 credits.

#### **Peer Mentoring (Grade 12)**

This course offers a guided leadership and teaching opportunity through its integration with the freshmen Health Education curriculum. Focus is placed upon character development, interpersonal communication, lesson planning, problem-solving, and leadership. Participation in the course is determined by a selection process that is conducted in the spring of Junior year. Each selected peer mentor is required to attend a one-day retreat at the end of the summer before their senior year to maintain eligibility. Peer Mentoring must be taken in addition to a full academic course load. Acceptance into the Peer Mentoring program is through application, and the course is graded as Pass/Fail and earns .5 credits.

### **❖ Semester Option**

#### **PE: Advanced Strength Training (Grade 9-12) .25 Credits**

This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

#### **PE: Lifetime Fitness (Grades 9-12) .25 Credits**

This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining the knowledge and skills for lifetime fitness. Students will benefit from comprehensive training and cardiorespiratory endurance activities. Students will learn the fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

### **❖ Full Year Option**

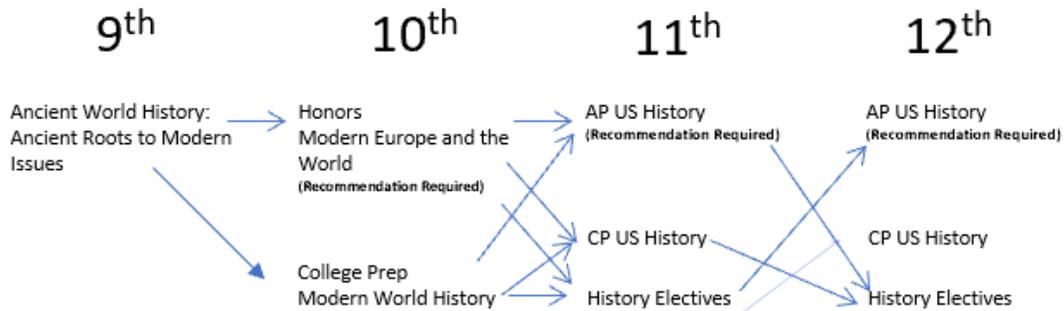
#### **PE: Advanced Strength Training (Grade 9-12) .5 Credits**

This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Students will be empowered to

make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. This class meets four times per six-day cycle.

## HISTORY

### History track options



#### ❖ Full Year Courses

#### **Ancient World History: Ancient Roots to Modern Issues**

This ninth-grade course is an interdisciplinary study of aspects of ancient civilizations and world religions and the connections between those ancient aspects and the modern world. This course introduces students to history as a discipline by examining the writings, art, and artifacts of some of the cultures of the ancient world. Students examine aspects of various ancient and societies in Eurasia including social and political organization and hierarchy; values, beliefs, and customs (including World Religions) and their influence on societies; and technological developments and their impact on humans and the globe. As they study the ancient foundations of these issues, they will also explore some of the modern takes on these issues and how they have developed over human history. Students leave the course with a deeper understanding of the ancient roots of the modern world, the fundamental differences between the preindustrial and industrial world, the critical foundations of historical skills including marshaling evidence, developing and critiquing arguments, and honing persuasive writing skills.

#### **Modern World History**

The tenth-grade course investigates modern global history by studying revolutions that took place around the world between the 17<sup>th</sup> and 20<sup>th</sup> centuries: The French, Haitian, Russian, Chinese, Mexican, Chinese, Rwandan, and Iranian revolutions. The class begins with a theoretical analysis of revolutions to answer questions such as: what is a revolution? When does a revolution arise? This theoretical analysis is followed by the study of each revolution in its socio-political contexts. Students explore the causes and effects of each revolution, analyze the ideologies that inspired the revolutionaries, and consider how historical revolutions shape the contemporary world. The course also attempts to shed light on the relation between revolutions and concepts such as modernity and nationalism, in addition to the role of violence and its consequences for human rights. By the end of the course, students will be able to identify similarities and differences among these revolutions and understand how they shaped the modern world.

### **Honors Modern Europe and the World**

This course is structured around three developments in western and modern world civilizations from 1300 to the present: the formation of centralized political authority, the triumph of the scientific method over anthropomorphic systems of thought, and the onset of urbanization and industrialization. Though the course proceeds chronologically, it is thematic and interdisciplinary in design. A sampling of general topics examined include the apocalyptic mania of the Late Middle Ages, the Italian and Northern European Renaissance, the rise of capitalism, political absolutism, the industrial revolution and the revolutionary tradition in Europe, the end of the Cold War, the collapse of the Soviet Union, the prospects for Europe in the aftermath of the reunification of Germany, the rise of China, and the advantages and challenges of globalization. In addition to in depth studies of the relationship between art and history and considerable reading in primary literary and philosophical texts, students become familiar with the cutting edge of historical research by reading substantive excerpts from the best and most recent historical monographs and scholarly journals. The emphasis is on developing four skills essential to leading a productive and meaningful life: the ability to think, speak, read, and write. A formal research paper is a requirement of the course. *Prerequisites: Minimum grade of B+ in World History, writing sample upon request, and department recommendation.*

### **U.S. History and Government**

This college-preparatory course is a comprehensive study of the development of the United States designed to provide students with the factual knowledge and analytical skills necessary to deal critically with U.S. history and to introduce students to important issues in the development of our constitutional democracy. Students come to understand the importance of geography in the historical process, the development of a constitutional democracy, the social/cultural identity of a multi-national and multi-racial people, the importance of science and technology in the development of an economy based on both agriculture and Industry, and the developing role of the U.S. as a world power. Students will develop skills necessary to arrive at conclusions on the basis of informed judgment and to present reasons and evidence clearly and persuasively orally and in writing.

### **AP U.S. History**

This college-level course is a rigorous examination of United States history designed to (1) provide students with the factual knowledge and analytical skills necessary to deal critically with U.S. history and to excel on the Advanced Placement exam in U.S. history, and (2) prepare students for intermediate and advanced college courses in American history. Students will learn to assess historical materials -- their relevance to a given interpretive problem, their reliability, and their importance -- and to weigh the evidence and interpretations presented in historical scholarship. Students will develop skills necessary to arrive at conclusions on the basis of informed judgment and to present reasons and evidence clearly and persuasively orally and in writing. As a survey of U.S. history, the course begins the American story before European and African colonization and continues into the 21<sup>st</sup> Century. Political and social history is given preeminence in the course. *Prerequisites: Minimum grade of B in Honors Modern Europe and the World or a B+ in Modern World History, writing sample upon request, and department recommendation.*

### **❖ First Semester Electives**

#### **Honors Global Cities: Art, Architecture, Photography, and Cinema**

The modern city delivers the shock of the new--the city is where it happens. Due to its scale, its diversity, its density, the city is the engine room of innovation and change—where individuals, groups, and communities are under relentless economic and social pressure to reinvent themselves--the place where talent, ideas, and capital come together to create new forms of expression. The city is the site of design and fashion, of new styles of architecture, and of infrastructures that radically transform the way urbanites communicate and move through the built environment. Today, cities are increasingly challenged by growing disparities in the distribution of wealth, privatization of public space, and hyper-gentrification. A

number of globally-minded cities are at the forefront of addressing challenges of climate change. As a place of both local and global exchange, the city operates at a fevered tempo and speed. Beginning during the final decades of the 19th century and accelerating since, the modern city has served as humankind's laboratory by embracing the daily newspaper, the café and coffee house, the theater and cinema, electrification, the telegraph, the telephone, the railroad, the subway, the elevator, the skyscraper, the internal combustion engine, the airplane, and the internet. It is within this maelstrom of change that art functions as a seismograph of modern urban experience. Karl Marx captured the dynamic of the modern city when he wrote, "All fixed, fast-frozen relations, with their train of ancient and venerable prejudices and opinions are swept away... All that is solid melts into air." In this course we will focus on city planning, modern art, architecture, economics, and city politics. Our study of the modern city will occur in conjunction with an examination of artistic efforts to assess the look and meaning of urban and capitalist development between 1890 and the present. We will devote a good deal of time to studying the city of Cincinnati. Our objectives are to gain a clearer picture of how urban culture evolved over the past century and a half and to more fully understand who we are today and where we are heading tomorrow. The course will be conducted as a seminar. *Prerequisite: completion of US History, AP US History or department permission.*

### **Honors American Government**

You are the future of America. Scary, I know. But it's true. Government of the people, by the people, and for the people depends upon the people. And that means you. An informed citizenry that understands how its government is supposed to work, that keeps its eyes on how its government actually works, and that speaks out when the two don't mesh is crucial to the success of the American Experiment. Accordingly, this course is designed to introduce you to ideas of government in general and to the design and operation of the American government in particular. The course begins with a tantalizing look at the philosophy of government in general – What is the purpose of government? What tasks should government assume? How should government be structured? Is government even necessary? The course then shifts its focus to American government, considering not only the structures and functions of American government but also examining the political behavior and participation of the American people. We will explore the *what* of American government, and – perhaps more importantly – we will try to understand the *why*. *Prerequisite: completion of US History, AP US History or department permission.*

### **Honors Economics and Society**

Economics is the systematic study of choices made due to scarcity. Through inquiry-based learning, students will be able to answer fundamental questions in society such as: how does society allocate limited resources? How does one balance the American dream of success with the American reality of inequitable distribution of resources? Through the lens of the economy, this course will juxtapose the principles of capitalism with that of a just and equitable society. The study of economics will hone students' analytical skills in order to think critically about the ramifications of their choices for their own lives and that of the greater society. This course will employ the use of simulations, group projects, guest speakers, current events, and documentaries in order to bring to life the concepts of economics. *Prerequisite: completion of US History, AP US History or department permission.*

### **Honors Interactive History**

The ways which we can now "do" history, transform and recreate elements of the past into a contemporary medium, are far greater than they once were. Increasingly, many historians—professional, amateur, and casual—have explored the possibility of designing interactive histories, histories that audiences can actively engage. The leading tools for interactive history are simulation game design technologies and interactive text tools. These allow historians of all kinds to craft representations of the past that audiences can actively engage, immersing themselves in the roles and environments of agents from the past. Questions arise with these new media, however, that students in this course will have to engage

- Can interactive technologies effectively “do” history, effectively represent the past, and how do they shape interpretations of the past differently than narrative text, analytical text, painting, and film?
- What is the value of counterfactual history, inherently a part of interactive history, and what are the problems and pitfalls of the counterfactual approach?
- What is the role of Public History in these matters? Can and should history be more than the academic monograph or article, more than the work of the academic experts?

To tackle these questions students will engage in studying the past through reading historical texts, reading scholarship on interactive history, and sampling, analyzing, and designing a number of interactive histories. *Prerequisite: completion of US History, AP US History or department permission.*

### ❖ **Third Quarter Electives**

#### **Constitutional Issues**

Do you want to be a Supreme Court justice, but find yourself unlikely to be nominated for the position by the president? Well, here’s your chance to play at being one of our country’s top judges! After a short overview of the American court system and an introduction to the differing approaches to constitutional interpretation, we will consider four or five cases currently pending in the United States Supreme Court. For each case, students will independently research the applicable law (primarily by reading court opinions, lawyers’ briefs, and law review articles) and then come together for a group discussion and resolution of the issue – just like the justices do in Washington. While the cases addressed vary from year to year, in recent years we have considered the constitutionality of applying the death penalty to minors, the constitutionality of prayer at public school graduation ceremonies, the constitutionality of random drug testing in public schools, the meaning of the constitutional right to “keep and bear arms,” the constitutionality of the federal ban on “partial-birth” abortions, the constitutionality of affirmative action programs, and other stimulating cases. So, come on; give it a try. Who knows, perhaps one day you’ll actually be nominated to serve on the Court; then you can confidently say to the senators in your confirmation hearing, “Trust me; I’ve done this before....” *Prerequisite: completion of US History, AP US History or department permission.*

#### **The End of the Soviet Union and the Rise of Putin’s Russia**

Authoritarianism is on the rise globally. We are witnessing today in Europe, Asia, and the United States a backlash against the consequences of globalization. What role has Putin’s Russia played in the global illiberal tilt? The Soviet Union, the largest empire in human history, exited the world stage in 1991. Having defeated Nazi Germany and propelled by an ideology aimed at world dominion, the Soviet Union spent more than forty years fighting proxy wars against its nuclear and doomsday adversary, the United States, and then, suddenly and unexpectedly, collapsed with barely a whimper. How and why did this happen? How would a landmass covering ten-time zones be governed? As we will see, the transition proved much harder and more painful than anyone expected. Russian oligarchs snapped up government industries at a fraction of their true worth and, an aging, besotted, and inept Yeltsin became embroiled in accusations of corruption. In 1999, President Yeltsin turned to an unknown, former KGB officer: Vladimir Putin. In the years since, Putin has directed a country whose government is a semblance of a democracy but, in reality, is an authoritarian and kleptocratic government. Championing Russian nationalism, weakening NATO, destabilizing Western democracies are Putin’s political ambitions. Putin is the master Machiavellian of our time. By what means did the unknown Putin rise to power in Russia? Putin’s estimated personal fortune is listed at \$40 billion—all of it confiscated. If Putin runs Russia as if he were a mafia boss, why, then, is he wildly popular today among the Russian people? We will zero in on Putin’s cult of personality and his foreign policy by taking a close look at his business practices, his finances, Russia’s 2014 invasion of Ukraine and its illegal annexation of Crimea, and Putin’s interference in the 2016 U.S. presidential election. *Prerequisite: completion of US History, AP US History or department permission.*

### **Honors Senior History Research Seminar**

This course is intended to serve interested students as a capstone project. Students are expected to complete a thesis-based research paper and, as an option, a project in a separate medium of their choice, including graphic novels, curated museum exhibitions, oral history, podcasts, documentary films, art installations, and conference posters. Commonly used research sites include the upper school's collection and its digital access to JSTOR, Academic Search Premier [EBSCO], Gale, ABC/CLIO, Google Scholar, Proquest Newspapers, books, and magazines accessed through Hamilton County Public libraries, the University of Cincinnati Library, newspaper Source (PLCH) and Wolfram Alpha (Statistical analysis). The bulk of student research, writing, and project design will be completed in class. Class time will be reserved for students to work independently and together under the supervision of the seminar teacher and Mr. Tracey-Miller. Peer review checkpoints and teacher assessments will occur throughout the ten-week course. There will be no more homework than what students would expect in a traditional history elective. In consultation with the teacher and Mr. Tracey-Miller, students will decide on a history paper/project of interest to them. Using the research tools of a historian, students are encouraged to choose topics from a wide range of disciplines, including science, economics, politics, art, architecture, music, international relations, government, religion, and popular culture. The paper/project must move the student researcher beyond a discipline's insular focus to a broader consideration of the topic's historical and cultural influence. *Prerequisite: completion of US History, AP US History or department permission.*

### **Race and Everyday Life in History: Policies and Agency**

This course asks two interlinked historical questions: how has the concept of race developed and been applied, especially in terms of policies and how have people labeled as "other" by race lived their lives in, around, and against those policies? And so the course investigates these questions in and around the following periods and topics: Othering and the Ancient World; 16th Century Africa, the Americas, and Europe; 19th century slavery, colonialism, and orientalism; Pseudo-scientific racism and Nazi Germany; 20th and 21st Century United States.

The class is designed as a seminar. Weekly readings of scholarly assessments and primary sources on the periods and topics will be discussed and explored. We will attempt to make chronological sense and contemporary sense of the construct of race, its impact, and how people othered by race and racial constructs live their lives with agency. *Prerequisite: completion of US History, AP US History or department permission.*

### **❖ Fourth Quarter Electives**

#### **Modern China**

China is the world's next superpower. China has more than one hundred cities with populations of one million or more—America has nine. The Maglev train from the airport to Shanghai reaches speeds of 240-mph. The single province of the Pearl River Delta of Guangdong, just north of Hong Kong, has become the world's manufacturing center. In a single factory complex more than 250,000 Chinese workers man the assembly lines, sleep in its dormitories, and eat in the company cafeterias. In this course we will examine the extraordinary story of China from the time of Mao and the Communist Revolution to its present status as a rising economic and political colossus. We will explore the impact of China's economic transformation on its political system and its culture. Questions we will ask include: How has daily life changed in China over the past decade? Is continued economic growth at its current pace sustainable? What ecological threats does China's growth pose? What are the prospects for constructive and peaceful relations between China and the United States in the years ahead? The class will be conducted as a seminar. *Prerequisite: completion of US History, AP US History or department permission.*

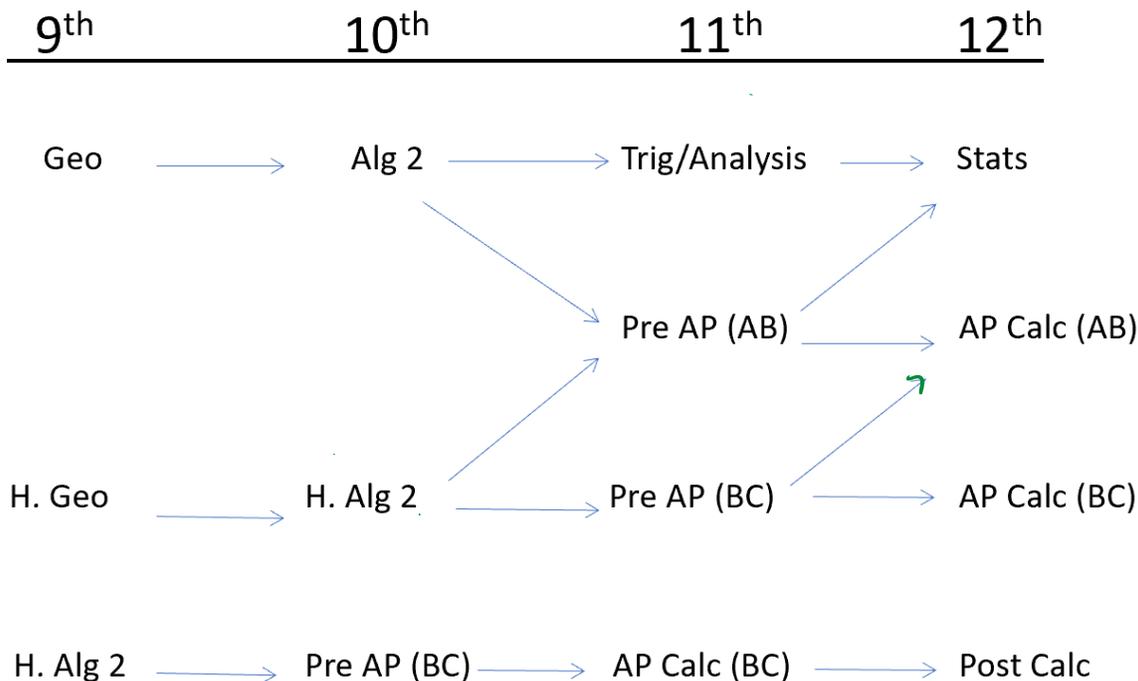
### **Introduction to Philosophy**

What is real? How do we know anything? How do we know what is right and what is wrong? Humanity has struggled with these questions for millennia, and so will we in this introduction to philosophy. We will focus on how different thinkers and different systems of beliefs have responded to the questions of reality, knowledge, and ethics. Particular attention will be paid to several key thinkers in the Western Philosophical tradition: Plato, Aristotle, Descartes, Hume, Nietzsche, and Kant. The course relies heavily on the seminar format: students are required to prepare assigned readings from philosophical works and participate in discussions of the readings. *Prerequisite: completion of US History, AP US History or department permission.*

### **Exploring Humanitarian Law**

This course aims to expose students to the central issues of international humanitarian law (IHL). Also known as the “law of war” or the “law of armed conflict,” IHL is a branch of international law aiming to protect life and human dignity during armed conflict and to reduce and prevent the suffering and destruction that result from war. IHL seeks to limit the effects of armed conflict by protecting persons who are not or who are no longer participating in the hostilities and by restricting the means and methods of warfare. The class has several goals: to improve awareness of humanitarian norms, limits, and protections applicable to situations of armed conflict; to increase awareness of the multiple perspectives of those involved in armed conflict and of the complexity in the application of humanitarian law; to generate interest in humanitarian issues at the local, national, and international level; and to cultivate the capacity to view conflict situations from a humanitarian perspective that places respect for life and dignity at the center of the analysis. As its title suggests, “exploration” is the class’s main pedagogical approach. The class is less concerned with mastering facts and memorizing historical dates than it is with emphasizing the application of concepts about respect for and protection of life and human dignity to real armed conflicts and other situations of violence. It involves students in ethical considerations that may challenge their values, traditions, expectations and the idea that there is one correct answer to every question. Its approach reinforces many important academic and life skills such as communication, disagreeing respectfully, reasoning, research, problem-solving, and critical thinking. *Prerequisite: completion of US History, AP US History or department permission.*

## MATHEMATICS



Elective: AP Statistics

### ❖ Full Year Courses

#### **Geometry**

The primary focus of this course is geometric investigation, hypothesis formation and proof. This is the first course where students are introduced to the formal nature of mathematical proof. The major topics in the course are: congruence, similarity, right triangle trigonometry, circles, polygons, parallelism, area, and volume. *Placement based on recommendation of 8<sup>th</sup> Grade teacher.*

#### **Honors Geometry**

The primary focus of this honors course is geometric investigation, hypothesis formation and proof. This is the first course where students are introduced to the formal nature of mathematical proof, which is a major component of the course throughout the year. The major topics in the course are congruence, similarity, right triangle trigonometry, circles, polygons, parallelism, area, and volume. The instructor will add topics that are of interest to the students. *Placement based on recommendation of 8<sup>th</sup> Grade teacher.*

#### **Algebra II**

This course gives further depth to the concepts developed in Algebra I and covers the following topics: a brief review of linear graphs: absolute value inequalities; linear, quadratic and absolute value functions (their graphs and defining features); properties of exponents; systems of linear and quadratic equations and inequalities; quadratics equations, including complex number solutions; and an introduction to exponential, logarithmic, polynomial, and radical functions. *Prerequisite: Completion of Geometry or Honors Geometry.*

## **Honors Algebra II**

This advanced course covers much of the material in Algebra II, emphasizing extensions and applications of each topic. In addition, students are introduced to the following topics: an introduction to matrices, 3x3 systems of equations, systems of nonlinear equations, and conics. The instructor may add or remove certain topics as time permits. Also, since problem solving is an integral part of this course, students spend a considerable amount of time translating problems presented in written form to equivalent statements in mathematics. The students find solutions to the problems and express the results in written form. *Prerequisite: Grade B or higher in Honors Geometry.*

## **Trigonometry and Data Analysis**

This course is designed to be a transition between function-based mathematics and Statistics. The first semester provides an introduction to Elementary Trigonometry. This semester emphasizes foundational trigonometric topics starting with geometric definitions and working through analytical trigonometry, including law of sines and cosines. During the second semester, students will begin the study of Statistics with an introduction to numerical summaries. *Prerequisite: completion of Algebra II and department recommendation.*

## **Pre AP Calculus (AB)**

This Honors course leads to AP Calculus (AB). Topics include: a review of exponential functions (including the number  $e$ ) and logarithmic functions (including the natural log), a major unit on trigonometric functions (their graphs, properties, equations, and identities), properties and applications of polynomial, radical and rational functions, and an introduction to limits as it applies to AP Calculus. *Prerequisite: Grade B- or higher in Honors Algebra II, A- or higher in Algebra 2, and department recommendation.*

## **Pre AP Calculus (BC)**

This Honors course leads to AP Calculus (BC). The Precalculus topics covered include a major unit on trigonometric functions (their graphs and properties, equations and identities) and a continuation of inverse functions, logarithmic functions, and exponential functions. Following this work, students will begin the study of Calculus. Topics to be covered include limits and derivatives, including methods of evaluating limits, continuity, equations of tangent lines, basic differentiation rules, product, quotient, and chain rules, implicit differentiation, and related rates. *Prerequisite: Grade A- or higher in Honors Algebra II and department recommendation.*

## **Data Analysis and Inferential Statistics**

This course is designed to be the terminal experience in our non-function-based mathematics curriculum. The fundamental goal of this course is for students to become educated consumers of data while also developing the ability to make arguments based not on opinion, but on what the data tells them. Topics covered include a review of visual and numerical summaries of data, the normal curve, followed by an in-depth study of regression, probability, statistical inference, confidence intervals, and hypothesis tests with applications in the real world. The TI-Nspire CX CAS graphing calculator, provided by CCDS, or the TI-84 graphing calculator will be important tools for modeling and analyzing large data sets. *Prerequisite: Completion of Trigonometry and Data Analysis or department recommendation.*

## **AP Calculus (AB)**

This AP class is roughly equivalent to one semester of college Calculus. The course covers the following topics: functions, limits, instantaneous rate of change for functions, derivatives of algebraic functions, applications of the derivative, integration, applications of the definite integral, transcendental functions, methods of integration, separable differential equations, slope fields, and applications of integrals. *Prerequisite: B- or higher in Pre AP Calculus (AB) and department recommendation.*

**AP Calculus (BC)**

This AP class is roughly equivalent to two semesters of college Calculus. In addition to all the topics included in AP Calculus (AB), the course includes more methods of integration, logistic models, polar equations and applications, parametric equations and applications, infinite sequences and series, and Taylor series approximations. *Prerequisite: B+ in Pre AP Calculus (BC) and department recommendation.*

**Linear Algebra**

This course is designed for students who have successfully completed AP Calculus (AB or BC) or are concurrently taking AP Calculus (BC), and have a strong interest in mathematics. The following topics are covered: systems of linear equations and matrix algebra,  $n$ -dimensional vector spaces over  $\mathbb{R}^n$ , vector geometry, eigenvalues and eigenvectors, matrices as linear transformations, orthogonality and least squares problems, and abstract systems like groups, fields and rings. *Prerequisites: Successful completion of AP Calculus (AB or BC) and department recommendation. This course may not be offered each year.*

**Multivariable Calculus**

This course is designed for students who have successfully completed AP Calculus (AB or BC) or are concurrently taking AP Calculus (BC), and have a strong interest in mathematics. It covers vector and multi-variable calculus and includes the following topics: review of specific AP Calculus (BC) topics, vectors and matrices, surfaces, parametric curves, partial derivatives, double and triple integrals, and 3-dimensional space. Similar to AP Calculus, students will learn how to express these mathematical ideas numerically, graphically, and algebraically. *Prerequisite: Successful completion of AP Calculus (AB or BC) and department recommendation. This course may not be offered each year.*

**AP Statistics**

This elective course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Computer software will be used, and the TI-Nspire CX CAS graphing calculator (provided by CCDS) will be an important tool for modeling and analyzing small data sets. Topics covered include interpreting graphical displays of, summarizing, and comparing distributions of univariate data; exploring bivariate data and categorical data, planning and conducting surveys and experiments, probability as relative frequency, combining random variables, the normal distribution, simulating sampling distributions, confidence intervals, tests of significance and t-distributions. *Prerequisites: Completion of, or concurrent placement in, Pre AP Calculus (AB or BC) or higher, and department recommendation.*

## WORLD LANGUAGES

### ❖ Full Year Courses

#### Chinese

##### Chinese I

This course is designed to introduce students to the study of the Chinese language. A student at the novice level can identify the general topic and present some basic information in both very familiar and everyday contexts by recognizing practices or memorized characters in texts that are written and words, phrases and simple sentences in speech. Students learn to differentiate tones and to use pinyin. A student can identify products and practices on his/her own and in the Chinese culture to help understand cultural perspectives. A student can interact at a survival level in some familiar everyday contexts. *Lower-level language courses are reserved for ninth and tenth grade students. Eleventh and twelfth grade students can take these courses concurrently with another language course with departmental approval.*

##### Chinese II

This course is designed to build upon the basic skills acquired in Chinese I by reinforcing prior topics, introducing new themes, and acquiring more advanced structures. Tonal pronunciation, speaking, writing and reading comprehension as well as grammatical accuracy and cultural awareness will be emphasized throughout the course. A student can communicate in spontaneous spoken and written conversations on both very familiar and everyday topics, using a variety of practiced or memorized characters and words, phrases, simple sentences, and questions. The course takes the students beyond the text and exposes them to authentic language through video and audio and interactive internet-based tools. The course is designed to build competency and proficiency in all areas of communication: speaking, listening, reading, writing and cultural perspectives. *Prerequisite: Chinese I or equivalent.*

##### Chinese III

This course is designed to build from the intermediate-low level proficiency acquired through prior Chinese courses and integrates the three modes of communication (interpersonal, interpretive, and presentational) to reach the intermediate level of proficiency. Students will learn to communicate with relatively simple Chinese in various daily situations and strengthen writing and reading comprehension. Grammatical accuracy and cultural awareness will also be emphasized throughout the course. AP Chinese Language and Culture assessment formats will be introduced. The students will be evaluated in the areas of writing, typing, reading and speaking performance using a combination of in-class, hard-copy and online assessments. *Prerequisite: Chinese II or equivalent and departmental recommendation.*

##### Honors Chinese III

This course is designed to build from the intermediate-low level proficiency acquired through prior Chinese courses and integrates the modes of communication (interpersonal, interpretive, and presentational) to reach the intermediate-mid level of proficiency. Students will learn to communicate more effectively in Chinese in various daily situations, strengthening their speaking, reading, and writing comprehension. Students will learn to communicate in various daily situations strengthening writing and reading comprehension. Independent reading of literary and non-literary texts is incorporated. Grammatical accuracy and cultural awareness will also be emphasized throughout the course. The AP Chinese Language and Culture assessment formats will be introduced. This course is at an accelerated pace, dives deeply into content, covers an increased number of vocabulary words, and relies on students acting as independent learners. *Prerequisite: Chinese II or equivalent and department recommendation.*

### **Chinese Pre-AP**

This course is designed to help students further develop their intermediate-high level of proficiency acquired through prior Chinese courses across the three modes of communication (interpersonal, interpretive, and presentational) to reach the advanced-low level of proficiency. Students will learn to communicate using more complex Chinese in various daily situations aligned with preparation for the AP Chinese assessment formats. Comparisons and narratives are introduced in stages throughout the course. The students will be evaluated in the areas of writing, typing, reading, and speaking performance using a combination of in-class, hard-copy and on-line assessments. *Prerequisite: Chinese II or III and departmental approval.*

### **AP Chinese Language and Culture**

This course is designed for motivated students who are interested in taking a higher-level Chinese course. The class level is equivalent to a college/university course in Mandarin Chinese. It is designed to prepare students to take the AP Chinese Language and Culture examination. Special emphasis is placed on the use of authentic source materials related to culture and current events and the integration of language skills. Specific work includes analysis of articles and literature, formal and informal spoken presentation, formal and informal writings, a variety of audio/visual supplements related to conversation, announcements, news reports, and academic and cultural topics related to the Chinese-speaking world. Students will be introduced to the six AP thematic units: Personal and Public Identities, Families and Communities, Contemporary life, Beauty and Aesthetics, Science and Technology and Global Challenges. *Prerequisite: Pre-AP Chinese and/or departmental recommendation.*

## **French**

### **French I**

This course is designed to introduce students to the study of the French Language. Speaking, listening, reading, and writing skills in French are incorporated into this course as well as an introduction to French and Francophone cultures. The course takes the students beyond the text and exposes them to authentic language through video and audio recordings and the internet. The course is designed to build competence in basic communicative areas, such as: greetings, weather, time, family, restaurants, school, sports, health, clothing, vacation, travel and leisure time activities. Proficiency in simple questions and answers, descriptions, narration in the present and past, and simple explanations are objectives in this course. *Lower-level language courses are reserved for ninth and tenth grade students. Eleventh and twelfth grade students can take these courses concurrently with another language course with departmental approval.*

### **French II**

This course is designed to build upon the basic skills acquired in French I by reinforcing certain topics, introducing new themes, and acquiring more advanced structures. All four skills (speaking, listening, reading, and writing) are incorporated, as well as culture. The course takes the students beyond the text and exposes them to authentic language through video and audio recordings and the internet. The course is designed to build competency in basic areas of communication such as family relationships, food and restaurants, home and furnishings, leisure-time activities, fitness, fashion, personal appearance, entertainment, and travel. Proficiency in asking and answering questions, describing and making comparisons as well as narrating in the present, past, and future are course goals. *Prerequisite: French I or equivalent.*

### **Honors French II**

This course is designed to build upon the basic skills acquired in French I by reinforcing certain topics, introducing new themes, and requiring more advanced structures. All four skills (speaking, listening, reading, and writing) are incorporated, as well as culture. The course takes the students beyond the text and exposes them to authentic language through video and audio recordings and the internet. The course is

designed to build communicative competency in family relationships, food and restaurants, home and furnishings, leisure-time activities, fitness, fashion, personal appearance, entertainment, and travel. Conversational skills include asking and answering questions, more detailed descriptions, and comparisons. Proficiency in asking and answering questions, describing and making comparisons, as well as narrating in the present, past and future are objectives of this course. The accelerated pace and depth of this course requires students to be independent in their learning. Independent reading of literary and non-literary texts is incorporated. *Prerequisite: French I or equivalent and department recommendation.*

### **French III**

This course is designed to build upon what students have studied in French II. All four skills (speaking, listening, reading, and writing) are incorporated, as well as culture. Students are exposed to authentic language through video and audio recordings and the internet. The course is designed to build competency in basic areas of communication such as polite requests, occupation and professions, school and studies, finding one's way, daily routines, health, complaints and criticism. Proficiency in asking and answering questions, describing and making comparisons as well as narrating in the present, past, and future are objectives of this course. Students work on extended conversation in the target language with appropriate pronouns and more complex sentence structures. *Prerequisite: French II.*

### **Honors French III**

This course builds on what students have studied in Honors French II. All four skills (speaking, listening, reading, and writing) are incorporated, as well as culture. The course takes the students beyond the text and exposes them to authentic language through video and audio recordings and the internet. The course is designed to build communicative competency in the areas of polite requests, occupation and professions, school and studies, finding one's way, daily routines, health, complaints and criticism. Narrating in the present, past, and future; presenting hypothetical situations and expressing wishes, desires, and fears are objectives. The accelerated pace and depth of this course requires students to be independent in their learning. Independent reading of literary and non-literary texts is incorporated. *Prerequisite: Honors French II or equivalent and department recommendation.*

### **Pre-AP French**

This course builds on what students have studied in Honors French III. All four skills (speaking, listening, reading, and writing) are incorporated, as well as culture. The course takes the students beyond the text and exposes them to authentic language through video and audio recordings and the internet. The course is designed to build communicative competency. Students narrate past, present, and future events; make hypothetical statements in the present and past; express opinions, desires and doubts; explain and support opinions. The accelerated pace and depth of this course requires students to be independent in their learning. Independent reading of literary and non-literary texts is incorporated. Students work on extended conversation in the target language with appropriate pronouns and more complex sentence structures. *Prerequisites: Honors French III or French III and department recommendation.*

### **French Conversation\*\***

Explore, investigate, and engage in this intermediate level course that will broaden vocabulary and improve proficiency. Make a video to market our school. Prepare for a job interview. Create a trailer for your own reality television show. Participate in on-line chatting in French. Connect with students and organizations in the French-speaking world. These are some of the projects and activities in which students can participate in French Conversation. Themes are selected according to students' interests and relevance to their lives--such as school, French cooking, French cinema, professional life, world travel, history, current events, technology, and the environment. Students move beyond the structure of a textbook to authentic language through television and podcasts. An important goal is to expand the student's view of the Francophone world and increase cultural awareness. *Prerequisite: French III.*

### **French Cultural Connections\*\***

Explore the diversity of French-speaking countries in this intermediate level course. Students will expand their vocabulary and improve their proficiency as they investigate the French-speaking world from France to Senegal. What are unique customs of each country? Who are the leading musicians, actors, and politicians? What are the specific issues facing each country? What defines each country's identity in terms of historical figures, artists, and literary celebrities? What are the most popular films? Themes are selected according to student interest and relevancy to their lives such as media, film, sports, tourism, current events.... Students move beyond the targeted structures of the textbook to authentic language through advertisements, excerpts from popular French-language films, and social media. An important goal is to expand the student's view of the French-speaking world and increase cultural awareness. *Prerequisite: French III.*

### **AP French Language**

This is a college-level course that prepares students for the AP French Language & Culture Exam in May. Students work in all three modes of communication: interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing. We examine practices, products, and perspectives of francophone cultures. The course is structured around the AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Throughout the course students are required to express themselves in French. *Prerequisites: Pre-AP French and department recommendation.*

### **Spanish**

#### **Spanish I**

This course is designed to introduce students to the study of the Spanish Language. Speaking, listening, reading, and writing skills will be incorporated, as well as an introduction to Hispanic cultures. The course takes the students beyond the text and exposes them to authentic language through video and audio recordings and the internet. The course focuses on communicative acts such as greetings, commands, nationalities, numbers, time, months, school, family, professions, foods, leisure activities, weather and locations. Competence in simple questions and answers, descriptions, narration in the present, and simple explanations are objectives. *Lower-level language courses are reserved for ninth and tenth grade students. Eleventh and twelfth grade students can take these courses concurrently with another language course with departmental approval.*

#### **Spanish II**

This course is designed to build upon the basic skills acquired in Spanish I by reinforcing certain topics, introducing new themes, and requiring more advanced structures. All four skills (speaking, listening, reading, and writing) are incorporated, as well as culture. The course takes the students beyond the text and exposes them to authentic language through video and audio recordings and the internet. The course focuses on communicative areas such as sports, dining, travel, geography, residence, and transportation. Conversational skills will include asking and answering questions, offering detailed descriptions, and making comparisons. Narrating in the present and past tenses and expressing personal wishes and needs are objectives. *Prerequisite: Spanish I or equivalent.*

#### **Honors Spanish II**

This course is designed to build upon the basic skills acquired in Spanish I by reinforcing certain topics, introducing new themes, and requiring more advanced structures. All four skills (speaking, listening, reading and writing) are incorporated as well as culture. The course takes students beyond the text and exposes them to authentic language through video and audio recordings and the internet. The course focuses on communicative acts related to sports, dining, travel, geography, residence, and transportation. Competence in narrating in the present, past, and future tenses and the subjunctive mood is introduced. The

accelerated pace and depth of this course requires students to be independent in their learning. Independent reading of literary and non-literary texts is incorporated. *Prerequisite: Spanish I or equivalent and department recommendation.*

### **Spanish III**

This course is designed to build upon the basic skills acquired in Spanish II by reinforcing certain topics, introducing new themes, and requiring more advanced structures. All four skills (speaking, listening, reading, and writing) are incorporated, as well as culture. The course takes the students beyond the text and exposes them to authentic language through video and audio recordings and the internet. The course is designed to build communicative competency in the areas of personal description, daily activities, care of the home, getting around town, leisure activities, environment, foods and meals, medical care, clothing, travel, and the professional world. Narrating in the present, past, and future tenses and using commands are objectives. *Prerequisite: Spanish II.*

### **Pre-AP Spanish**

This course is designed to build upon the basic skills acquired in Spanish II Honors by reinforcing certain topics, introducing new themes, and requiring more advanced structures. All four skills (speaking, listening, reading, and writing) are incorporated, as well as culture. The course takes the students beyond the text and exposes them to authentic language through video and audio recordings and the internet. The course is designed to build communicative competency in the areas of personal description, daily activities, care of the home, getting around town, leisure activities, environment, foods and meals, medical care, clothing, travel, and the professional world. Competence in narrating in the present, past, and future tenses and in expressing personal desires, needs, and doubts are objectives. The accelerated pace and depth of this course requires students to be independent in their learning. Independent reading of literary and non-literary texts is incorporated. *Prerequisites: Honors Spanish II and department recommendation.*

### **Spanish Conversation\*\***

Explore, investigate, and engage in this intermediate level course that will broaden vocabulary and improve proficiency. Make a video to market our school. Prepare for a job interview. Create a trailer for your own reality television show. Participate in on-line chatting in Spanish. Connect with students and organizations in the Spanish-speaking world. These are some of the projects and activities students can participate in Spanish Conversation. Themes are selected according to student interests and relevance to their lives such as school, cooking, cinema, professional life, world travel, history, current events, technology, and the environment. Students move beyond the structure of the textbook to authentic language through the internet and podcasts. An important goal is to expand the student's view of the Spanish-speaking world and increase cultural awareness. *Prerequisite: Spanish III.*

### **Spanish Cultural Connections\*\***

Explore the diversity of Spanish-speaking countries in this intermediate level course. Students will expand their vocabulary and improve their proficiency as they investigate the Spanish-speaking world from Argentina to Spain. What are unique customs of each country? Who are the leading musicians, actors, and politicians? What are the specific issues facing each country? What defines each country's identity in terms of historical figures, artists, and literary celebrities? What are the most popular films? Themes are selected according to student interest and relevancy to their lives, such as: media, film, sports, tourism, current events. Students move beyond the targeted structures of the textbook to authentic language through advertisements, excerpts from popular Spanish-language films and social media. An important goal is to expand the student's view of the Spanish-speaking world and increase cultural awareness. *Prerequisite: Spanish III.*

### **AP Spanish Language**

This is a college-level course that prepares students for the AP Spanish Language & Culture Exam in May. Students work in all three modes of communication: interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing. They examine practices, products, and perspectives of Hispanic cultures. The course is structured around the AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Throughout the course students are required to express themselves in Spanish. *Prerequisites: Pre-AP Spanish and department recommendation.*

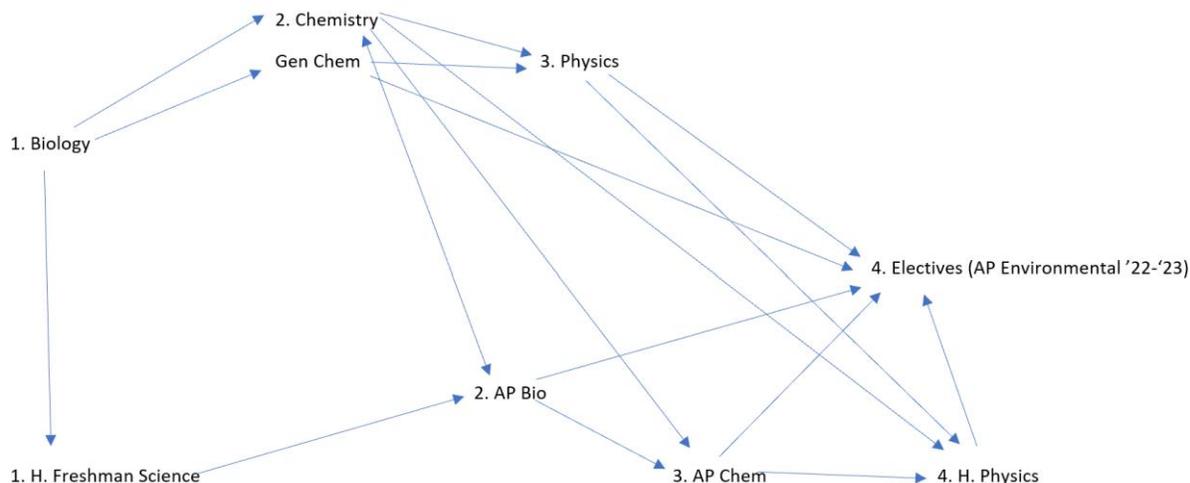
### **AP Spanish Literature**

This course is an intensive, college level course that prepares students for the AP Spanish Literature exam. The AP Spanish Literature curriculum is intended to be the equivalent of a third-year college Introduction to Latin American or Peninsular Literature course, covering selected works from the literatures of Spain and Spanish America. The required reading will be a list of specific works by a variety of authors from different historical periods. The focus of this course includes discussion of the major themes of literature with expository writing in Spanish. Summer reading is required. Results from the AP Language exam are taken into account when a student enrolls for the AP Literature course. Students with a score of three or higher at the AP Language test have usually found success in the AP Literature course. *Prerequisites: Spanish AP Language and department recommendation.*

**\*\*French and Spanish Cultural Connections as well as French and Spanish Conversation are designed for the student who has successfully completed level III of the language. These courses will be offered on an alternating basis.**

## SCIENCE

### Scope and Sequence – Science



\*\* Biology plus two other classes required for Graduation \*\*

### ❖ Full Year Courses

#### **Honors Science: Biology/Chemistry**

Honors Science is a challenging introductory-level course. The major emphasis is the biochemical basis for life, which lays the groundwork for the theory of evolution by natural selection. The chemistry necessary for the understanding of biochemical topics is studied. Approximately one-half of the course is devoted to chemistry. Students who elect this course are pointed towards Advanced Placement Biology in the sophomore year and Advanced Placement Chemistry in the junior year. The course should be attempted only by very talented students willing to make a consistently strong effort. *Prerequisite: Department recommendation.*

#### **Biology**

Introductory Biology is both descriptive and inquiry oriented. A major theme of the course is evolution by natural selection. Topics in biochemistry, cell biology, reproduction, and genetics lay the groundwork for a deep investigation of Darwin's Theory followed by a study of plant and animal physiology. Laboratory work is a key component to both the understanding of the content and the nature of scientific inquiry. Taxonomy, anatomy, and physiology are treated as consequences of natural selection.

#### **AP Biology**

This advanced level course is a continuation of Honors Science. Designed to simulate an introductory college biology course, it is challenging and exposes the student to concepts and experimental studies of a sophisticated nature. While a large amount of material is discussed in class, students remain responsible for learning a fair amount of the subject matter on their own through text and outside reading. The pace of the course is rapid and the work is intense. *Prerequisite: Department recommendation and either Honors Science: Biology/Chemistry OR Biology and Chemistry.*

#### **AP Environmental Science**

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the

scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. This course will include field research, laboratory exercises, and projects. *Prerequisite: Biology, Chemistry, and Department recommendation*

### **General Chemistry**

This course is a college-preparatory chemistry course. Students learn major concepts and laboratory skills in the context of everyday chemical processes and by exploring current issues relating to chemical technology and society. While problem solving is an important course component it is not necessary for students to have a strong mathematics background to be successful. An emphasis is placed on lab activities and projects. *Prerequisite: Biology*

### **Chemistry**

The Chemistry program is designed to introduce students to both the descriptive and quantitative aspects of chemistry. The course emphasizes problem-solving skills. When possible, new ideas are introduced through experiment or demonstration, with emphasis placed on the interpretation and analysis of data. Students develop laboratory skills and make use of computer technology in both the collection and analysis of data. The course teaches students to understand and apply chemical concepts while gaining an understanding of chemistry's relationship with current societal issues and everyday life. *Prerequisite: Biology and department recommendation.*

### **AP Chemistry**

AP Chemistry is a demanding, fast-paced honors course that constitutes the third year of the honors science sequence. It represents an expansion of the regular Chemistry course, particularly focusing on topics recommended by the Advanced Placement program. Examples of topics explored in greater depth are kinetics, thermodynamics, equilibrium, oxidation-reduction reactions, and introductory organic chemistry. Laboratory work involves the use of sophisticated equipment and techniques, including gravimetric analysis, calorimetry, spectrophotometry, and titrations, and often incorporates the use of computer probes and graphing software. Inquiry learning is emphasized throughout the course, both in the classroom and in the lab. Enrolled students must have completed three years of lab science or be currently in the honors sequence. On rare occasions students may opt to take this course as a second year of chemistry.

*Prerequisite: Department recommendation and either Honors Science: Biology/Chemistry OR Chemistry.*

### **Physics**

Physics provides a hands-on experience with the basic principles of physics, as well as rigorous practice in logical thinking skills. Students use sophisticated computer tools to gather and analyze data about simple physical phenomena and use their results to develop various physical laws and to make predictions about additional phenomena. They then confirm or refute their predictions by experiment. Topics include mechanics, electricity and magnetism, optics, and sound. Additional emphasis is placed on the development of computer and laboratory skills.

### **Honors Physics**

Honors Physics is a college-level, calculus-based introduction to physics. The focus of the course is classical mechanics, with additional work in electricity, magnetism, optics, and modern physics.

The course combines a hands-on experience of basic physical phenomena with a traditional emphasis on derivations and problem sets. Students gain extensive experience in using computers to gather data, analyze data, and model physical systems. *Prerequisite: Department recommendation and concurrent enrollment in AB or BC Calculus—or previous completion of Calculus.*