

UPPER SCHOOL CURRICULUM GUIDE

2023-2024

**Challenge Yourself.
Be Yourself.
Inspire Others.**



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 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 rotation.

- 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. **(Please note: Health, Peer Mentoring, Lifetime Fitness, and Advanced Strength Training do NOT count towards the minimum 5.5 required, yearly 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 or completion of a CCDX project and reflection in 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
World 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 an accommodation may be granted. In all cases, further information on applying for a learning accommodation 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 in 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 the 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). 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 8:10am. Students arriving at school after 8:10am 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 extracurricular 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, the 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, dean, 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 .5 credits in PE; this, alone, satisfies the PE requirement. Students may also complete their PE requirement by a combination of one PE class and two seasons of interscholastic sports. 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, 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 9th grade students, except those who earned a 3.7 GPA or above in CCDS's 8th 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: 2023-2024 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. Focusing on fundamental storytelling, students learn about plot, theme, and character and how they are portrayed in theater. Students learn to apply what they learn through stage exercises, games, small scene work, and a final performance of a one-act play which the class will produce as a group.

Drama II

Taught in tandem with Drama I, Drama II students build upon the skills previously learned. Students will review stage concepts and terms and revisit the pillars of storytelling—plot, theme, and character. In addition to this review, Drama II students begin to add detailed analysis and performance critique to their work. A Drama II student will re-apply what they have learned through stage exercises, games, small scene work, and a final one-act play produced by the class. As a Drama II student, the expectation will be to show increased aptitude with basic performance mechanics. *Prerequisite: Drama I or instructor's approval.*

Advanced Drama

The Upper School Advanced Drama course is a semester-long elective designed for those students still interested in theater after completing Drama I and II. Shared with the Honors Drama class, first semester Advanced Drama students will build upon the basic concepts of Drama I and II to perform in the fall play in November; second semester Advanced Drama students will build upon the basic concepts of Drama I and II to perform in the spring one act performance in April. Rehearsals will be primarily held in class. Students will also learn advanced performance and genre concepts as well as specific theater history. This is an ideal course to prepare for college arts electives. *This course runs concurrently with the Honors Drama course. It can be repeated. Pre-requisites: Drama I and II 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 8th 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 7th AND 8th grade Technical Theater.*

Video Production

Video Production is a semester-long course in which students will learn the basics of camera angle and setup, lighting and sound, and post-production editing. Students will put their skills and knowledge into

project work, creating their own films, as they learn the process of film making. 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. While there is no pre-requisite, Computer Science and Tech Theater I have useful skillsets to bring to this course.

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 phonetics and 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 throughout the semester.

❖ Full Year Courses

Honors Drama

This year-long drama class is for the student who wishes to learn the specifics behind the basic concepts taught in Drama I and Drama II. 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 which they see through to performance. *Prerequisite: Drama I and Drama II OR participation in two US theater productions in acting or stage management.*

Upper School Choir

Upper School Choir is a performance-based class. This course is open to all Upper School students who have an interest in singing and performing in the choral setting. Students in this course will sing music composed in a variety of styles from various time periods; gain experience singing in groups and as individuals; gain musical literacy through the use of solfege, rhythm syllables, count singing, and other techniques; discuss and apply aesthetic qualities of music; learn, identify, and describe elements of music, such as rhythm, melody, harmony, and texture; discuss poetry and other texts; and learn about music history and the historical contexts in which music is written. **Participation in concerts is a requirement.**

Honors Upper School Choir

The Honors Upper School Choir meets along with the Upper School Choir. In addition to the expectations of Upper School Choir, Honors students will additionally be required to complete one of three tracks: Solo Performance, Music Theory & Music History, or Conducting & Music Education. Each of these tracks has specific requirements and culminating projects. **Participation in concerts is a requirement.** *Prerequisite: 1 year of US Choir and an audition consisting of a solo piece, sight reading, and ear training as decided by the music instructor.*

Upper School 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), enrollment in 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 or be knowledgeable of music theory up through harmonic progression identification, and complete music history readings and listening assignments. Along with expected concert participation, 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 classes may have a modest supply fee.

Visual Arts track

Studio Track

Art 1

Art 2

Advanced Studio Art or Honors Studio Art

AP 2-D Design in Studio Art

Photo Track

Art 1

Photo 1

Photo 2

Honors Photo

AP 2-D Design in Photo

Visual Arts

❖ Semester Courses

Art I

Art I is the introductory course 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 World Art and the history of Western Art from prehistoric times through the Baroque period. *Note: Art I and II 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. Students begin to develop their personal voices as they are guided through the creative planning and problem-solving process which they will use at the Advanced Art or Honors Art level. *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 the 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 create their own Sustained Investigation, working alongside Honors and AP students. However, they are *not* expected to work on their art outside of class time on a regular basis; homework assignments are kept to a minimum. Students continue to develop their technical and creative skills using a greater range of materials than Art I and II. 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 further explore their love of art, but without the additional time commitment of an Honors or AP course, as well as students continuing to develop their skills in preparation for Honors or AP. *Prerequisite: Art I and II.*

Honors Studio Art

Honors Studio Art is designed for students who want to develop their personal ideas and artistic voice while challenging themselves technically. It is designed to prepare students for AP Studio Art. Students choose their own topic to create a Sustained Investigation. Over the course of the year, students explore their chosen topic through a variety of assignments in a wide range of media and processes. Students must be prepared for a faster pace than in previous art classes, both at school and at home, with an expectation of 45-60 minutes of artwork completed between each class. Assignments will be graded on a rubric based on AP requirements, with the understanding that students will continue to develop their skills for another year before reaching the AP level. *Prerequisite: Art I and II, 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.*

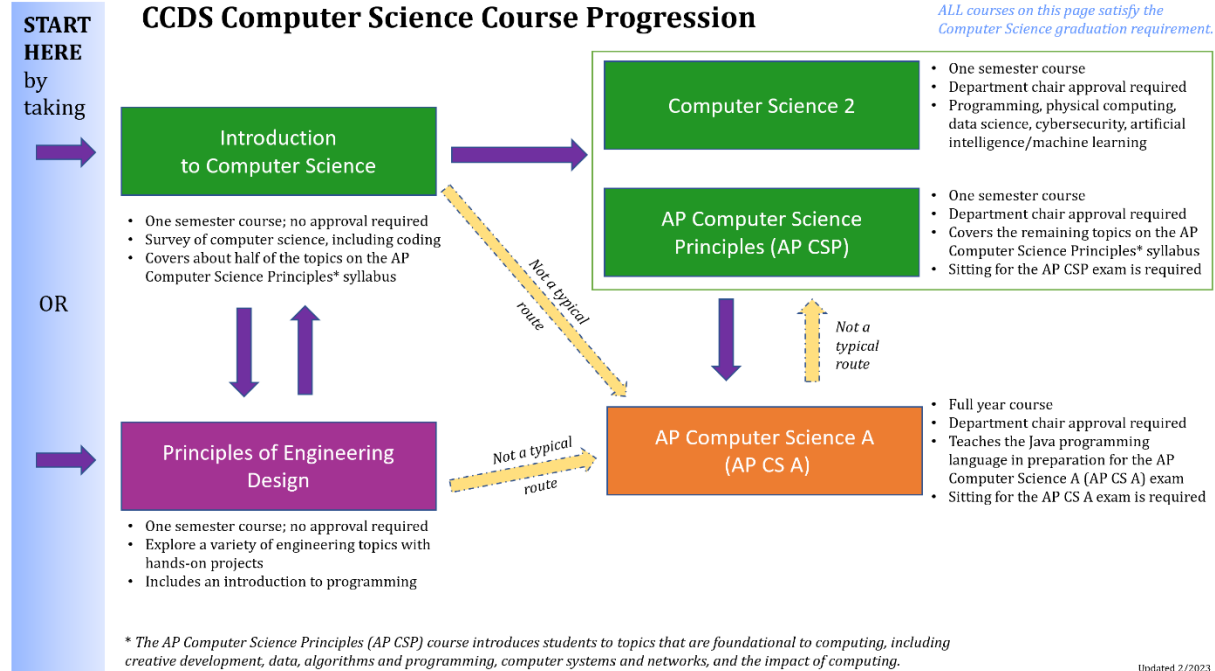
AP 2-D Design in Photo

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 in Studio Art

AP students prepare to submit a portfolio in either 2-D Design or Drawing 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 for students able to make a significant time commitment, as it requires 45-60 minutes of work outside of class for every class meeting. AP students must be interested in pushing themselves creatively and technically. *Prerequisite: Art I, Art II, Honors (or portfolio review), recommendation of the instructor.*

COMPUTER SCIENCE



❖ 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 using the Java programming language. 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, and arrays, while adding concepts such as multi-dimensional arrays, recursion, and inheritance. Students will design and analyze potential programming-based solutions to real-world problems, apply the use of data structures to organize large data sets, and explore the ethical and social implications of computing systems. Students will be prepared for the AP Computer Science A exam. *Prerequisites: Algebra II, successful completion of Intro to Computer Science, AND permission of the department.*

❖ 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 electronics, basic coding, and reading and creating orthographic projections and scale drawings. Students will develop basic design and fabrication skills as they learn about additive manufacturing, laser cutting, milling, and building.

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 and 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

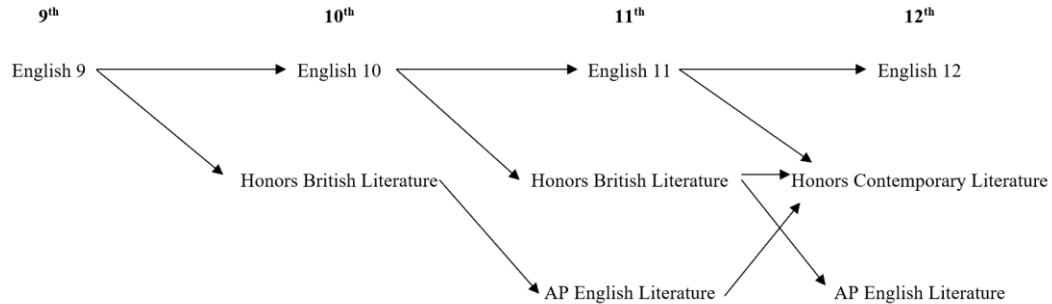
This course builds on the foundation of Introduction to Computer Science. Students continue to develop their Python coding skills in a graphics-based Python curriculum with self-paced lessons. Students apply their Python skills to physical computing devices, which are small devices that contain microcontrollers and sensors. By creating and coding Internet of Things (IoT) devices and other devices that sense, react, or move, students experience first-hand how portable or microtechnology can be life-changing in our world. This course also explores other important areas of computing, including artificial intelligence, cyber security, and data science. In this course, projects enable students to dive deeper into each topic and showcase their skills. *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 AND permission of the department.*

ENGLISH

Upper School English Progression



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

❖ 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 21st century. In the past, assigned works have included *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 have historically 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 including 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 *Persuasion* 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 2023, though these course offerings vary from year to year.

❖ Grade 12 Third Quarter Electives

Disobedient Women in Literature

This course will examine how women have reclaimed their voice, power, and agency through literature and art. We will interrogate archetypes of women as the "Angel of the House" or the "Woman in the Attic." We will also track the ways that female characters are treated in classic literature, analyzing novels like Virginia Woolf's *To the Lighthouse*. Supplemental texts by authors such as Adrienne Rich, Nikita Gill, and Ursula K. Le Guin will provide more examples of how female authors and female characters subvert the expectations of society in order to tell their own story. Throughout the course, students will have an opportunity to explore their own creative voices as they reflect.

The Empire Strikes Back: Exploring Post-Colonial Short Fiction

This course explores post-colonial theory and literature. We will survey a range of short fiction penned by post-colonial authors from around the world. Our goal will be to examine the interrelationships between

these works and investigate how they constitute a radical critique of Eurocentric notions of literature and language. Authors will include the likes of Chinua Achebe, George Orwell, Chimamanda Ngozi Adichie, Thomas King, Nadine Gordimer, and Jhumpa Lahiri. In what ways do these authors disrupt dominant discourses?

The Bible as Literature

The single-most influential text on English literature to date has been the Bible. Its long-time cultural prominence has meant that centuries of poetry, drama, fiction, and non-fiction are riddled with allusions to biblical stories or make use of biblical language. In this class, we will read some of the most commonly alluded-to passages of the Bible to improve students' ability to recognize and understand biblical references in other literature. We will pay some attention to the history of biblical transmission, translation, and interpretation, but our focus will be on the Bible itself as a literary text with significant influence on other literary texts. Readings will come from (but are not limited to): Genesis, Exodus, 1 Samuel, Job, Psalms, The Song of Solomon, Isaiah, the Gospels, Acts, and Revelation.

The Song is the Text: Music and/as 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 forebears. 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.

The Monstrous in Literature

Are all monsters scary? What does it even mean for something to be a monster? Let's enjoy some truly creepy stories as we dig into these questions and read a selection of writing and watch a few films that feature monsters (or vampires! or zombies!) in various incarnations. We will discuss the concept in terms of genre and form. Some of the strange characters we encounter will be monstrous in the supernatural sense, while some are very much mortal, but possess qualities that live outside the realm of what is deemed to be "normal." Often, monsters represent societal fears; they personify the unwanted, the socially deviant, the Other. Works may include *Dr. Jekyll and Mr. Hyde*, vampire stories such as *Carmilla* and *Dracula*, and modern works by Neil Gaiman and Flannery O'Connor. We will also discuss film representations of monsters and the supernatural. We will even have a chance to create and share our own spooky stories.

❖ Grade 12 Fourth Quarter Electives

The Book Was Better: A Literature and Film Review

Have you ever watched a movie of your favorite book and thought, "Wow—the book was better"? This class will utilize book clubs to select novels that have been made into movies and interrogate what makes a movie adaptation work. Each book club will select from a pre-made list of novels that have been turned into movies, including authors like Alice Walker, Stephen King, Jane Austen, Louisa May Alcott, and more. After the clubs conduct an in-depth study of the novel, they will then become movie critics and assess whether or not the movie adaptation measured up to the success of the book.

Danse Macabre: A Study of Horror Literature

The Haunted House. The Other. The Werewolf. These are just a few of the major arcana of the genre of Horror. In an intensive quarter course, students will study and deconstruct these and the other things that go bump in the night. Using Stephen King's non-fiction work, *Danse Macabre*, as a guide, we will seek to understand how horror captivates us as humans and why it is an important genre in literature.

“Make Me Wanna Holler”: Literature and Music of the Civil Rights Era

James Baldwin famously wrote, “I love America more than any other country in the world and, exactly for this reason, I insist on the right to criticize her perpetually.” In this class, we will explore a moment in history when artists joined together to fight injustice and inequity, to critique America in the hope that this country might more fully reflect the values of its founding: that all are created equal. This course explores the Civil Rights Era (1954-1968) through its literature and music. Across the quarter, we will discover and articulate the diverse ways that writers and musicians gave structure and significance to the era. Because we live today in the legacy of the Civil Rights Era, we will also analyze contemporary works in relationship to that legacy. “Readings” will include selections from Baldwin, Martin Luther King Jr., Gwendolyn Brooks, Aretha Franklin, Nina Simone, Marvin Gaye, Miles Davis, Billie Holiday, and Zora Neale Hurston.

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, documentary, 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 *Oryx and Crake* by Margaret Atwood. From here we will springboard into the works of Aldo Leopold, Rachel Carson, Gregory Cajete, and David Orr.

Collaborative Storytelling

Wanted: Students—must play well with others! This creative writing class will focus on collaborative fiction through a lens of the tabletop RPG (role-playing game). We won't get bogged down in the mechanics of different gaming systems (such as Dungeons and Dragons, Deadlands, World of Darkness, etc.), but rather will focus on the creative side. How do you design a good character? How do you create good cohesion and balance in your party? As a GM (game master), how do you plan a campaign so that your players will feel challenged, but not overwhelmed? We will complete a variety of character- and world-building writing assignments, and each student will take a turn creating a story for their group members to play out. All experience levels are welcome!

Narratives of Mental Illness

Insanity, mood disorder, and psychological trauma are common topics for literature and film. This has been especially true over the past two centuries, and while the depictions have changed over time, fascination with the workings of the mind has remained strong. Nineteenth-century writers often used mental illness as a quality of the gothic and terror genres, while contemporary writers sometimes portray it in more sympathetic ways. Regardless of the era or form, characters with mental illness are frequently depicted at odds with societal norms. In this elective, we will study examples of fiction, memoir, and film, while we look at ways those depictions have changed over time and if, in fact, they have shaped our real-life notions of mental illness. Readings may include works by Emily Dickinson, Sylvia Plath, Michael Cunningham, and graphic memoirist Allie Brosh.

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 .25 credits.

❖ Semester Options

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.

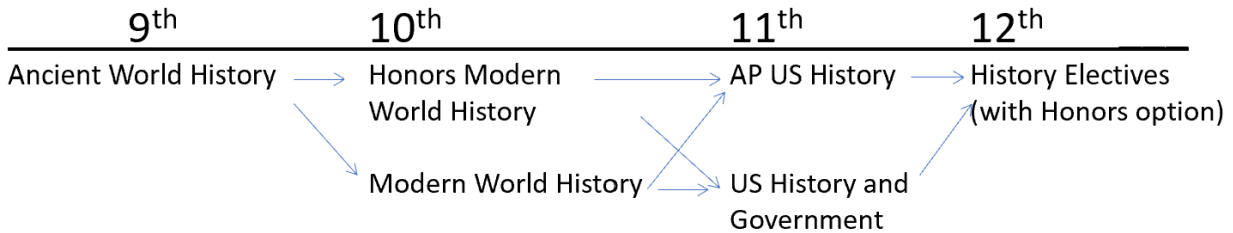
❖ Full Year Option

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

Upper School History Progressions



❖ 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 17th and 20th 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 World History

Our task is to trace the historical development of the modern world c.1450-2022, especially the following systems and their impact on the world:

- the centralizing state,
- imperialism and colonialism,
- industrialism and capitalism,
- and both organizing and divisive structures of race, gender, sexuality, class, and religious affiliation.

Explicit to this approach is the consideration of resistance, protest, and revolution against these systems and structures. These investigations will focus on more or less periodic “clumps”:

- Regional empires, states, cultures, and societies c. 1500
- Imperialism, Colonialism and Enslavement of the First Global Age c. 1450-1700
- Revolutionary Breaks: French, Haitian, Latin American and Industrial Revolutions
- Imperialism, Colonialism, and Capitalism: Control and Resistance in the long 19th Century
- World Wars, Decolonization and the Accelerations of Industry and Capitalism

The class emphasizes developing the critical analytical skills of reading, discussion, and writing and students are expected to come to class fully ready to discuss the topics of the day. *Prerequisites: Minimum grade of A- in Ancient World History and department recommendation, writing sample upon request.*

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 21st Century. Political and social history is given preeminence in the course. *Prerequisites: Minimum grade of B+ in Honors Modern Europe and the World or an A- in Modern World History, writing sample upon request, and department recommendation.*

❖ First Semester Electives

- **Note: All listed electives are courses that the department has offered at least once in the past two years. Not all courses are offered every year.**
- **A student may, with permission of the department, opt to take any history elective as an Honors course. The primary requirement for taking a history elective as an Honors class is a formal (grammatically/mechanically correct, well-styled) essay of a minimum of 1250 words / 5 double-spaced pages written in addition to the rest of the coursework. The essay will be persuasive (have a thesis that the student is supporting) and will be based on/pull from significant reading(s) up to 1 book (or the equivalent amount in shorter articles and source readings) assigned by the teacher. Significant checkpoints will be agreed upon by the instructor and student as the student researches and writes. The Honors essay (and check-ins) will count as 20% of the student’s grade in the first and second quarter of the course.**

History of the Middle East and North Africa

The purpose of this course is to develop our understanding of the Middle East and North Africa, from the birth of Mohammed in 570 CE, to the rise of the Ottoman and Safavid Empires in the 13th-15th centuries. We will examine how the region we currently call the Middle East developed from its founding period to the age of pre-modern empires. In addition, we will develop our ability to analyze historical documents, to synthesize large amounts of data into succinct reports, and, more generally, to understand the ways in which the region's history informs contemporary events. Topics covered in this course include:

- the origins and early ideas of Islam,
- the Rightly guided caliphs,
- the first Islamic civilizations,
- the Islamic Sultanates,
- the Crusades and the Mongolian invasion,
- the founding period of the gunpowder empires

We will place these people and cultures in a larger global context and question how they continue to impact modern societies. We will also learn about the critical links between the history of Islam and the history of the World.

Interactive History

The ways which we can now “do” history, that is, to 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. At the same time, as board games and video games have grown increasingly popular as media, many designers use that appeal to bring us views—and sometimes even arguments—about 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 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 playing historical games of all kinds, research and learn about the historical periods and topics in the games, and analyze the ways that game history represents the past.

The Vietnam War

This course aims to analyze the US' motivation for participating in the Vietnam War. We will specifically investigate how each presidential administration chose to participate in the war and the consequences associated. By the end of the course, students will write an argumentative analysis of what the main goal of the war was and whether that goal was achieved. We will use the book *The Vietnam War: A Concise International History* by Mark Atwood Lawrence. The course is a mixture of source analysis, lectures, and discussion activities.

"This Land Is Your Land": Race and Agency in the American Narrative

This course explores the construction of race and its impact on the social, economic, and political narratives of the American past. Focusing mostly on the 20th and 21st centuries, topics such as Native American repatriation, the modern civil rights movement, Black Lives Matter and the Chicano movement will inform our studies. In addition, we will examine issues of immigration and migration, and how these impact an ever-changing American identity.

❖ **Third Quarter Electives** (*offered at least once in the last two years*)

The Roman Republic (Rivalries that Destroyed the Roman Republic)

This class investigates a significant historical problem through ancient texts, modern sources, accounts like the instructor's own book and through the medium of board and video games. The topic? How and why did Roman aristocrats grow so politically competitive that they ripped their Republic apart in the late second to mid-first century BCE. Politics had always been a fractious game in Rome. Aristocrats competed endlessly to outshine one another in elected offices and honors. All the while, they did so in the name of serving the Republic. For centuries it had worked for these elite and elitist competitors. Enemies were defeated, glory was spread round the ruling class, and the empire of the Republic steadily grew. Frequently, when aristocrats seemed headed toward excessive power, the oligarchy of the Roman Senate would curb its more competitive members, fostering consensus that allowed the Republic system to continue. But as Rome came to rule much of the Mediterranean, aristocratic competitions grew too fierce; the prizes for winning were too great. And so, a series of bitter rivalries combined with the social and political pressures of the day to disintegrate the Republic.

Comparative Politics

This class explores some basic aspects of political theory and the investigation of political structures around the world. Students will learn about the various forms of government, such as democracies, monarchies, and authoritarian regimes, as well as the historical and cultural factors that shape political systems. The course will cover topics such as the role of political parties, elections, and interest groups. By the end of the course, students will have a deeper understanding of how political systems operate and how they impact the lives of people globally.

Political Islam

Political Islam has become a highly important topic in world politics. Although it has been discussed among Muslim intellectuals and politicians as well as instrumentalized in some of the Muslim-majority countries starting from the Iranian Revolution of 1979, it has gained global recognition in political and academic discussions. This course focuses on the ways in which Islam has been instrumentalized as a way of political identity and action. The course abstains, however, from restricting itself to mere introduction of various Islamist figures, groups, and organizations. In that respect, the course aims to go beyond the strictly informational, descriptive accounts and stays away from oversimplified, single-sided, and shallow examinations of political Islam. Accordingly, this course offers an analytical, critical, and interrogative approach to the subject-matter. Adopting a multidimensional approach, this course examines multiple aspects of political Islam in the Middle East. Analyzing the subject from multiple dimensions also paves the way to introduce some relevant concepts and terms including modernity, secularism, nationalism, pluralism, tolerance, and ideology.

❖ **Fourth Quarter Electives** (*offered at least once in the last two years*)

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.

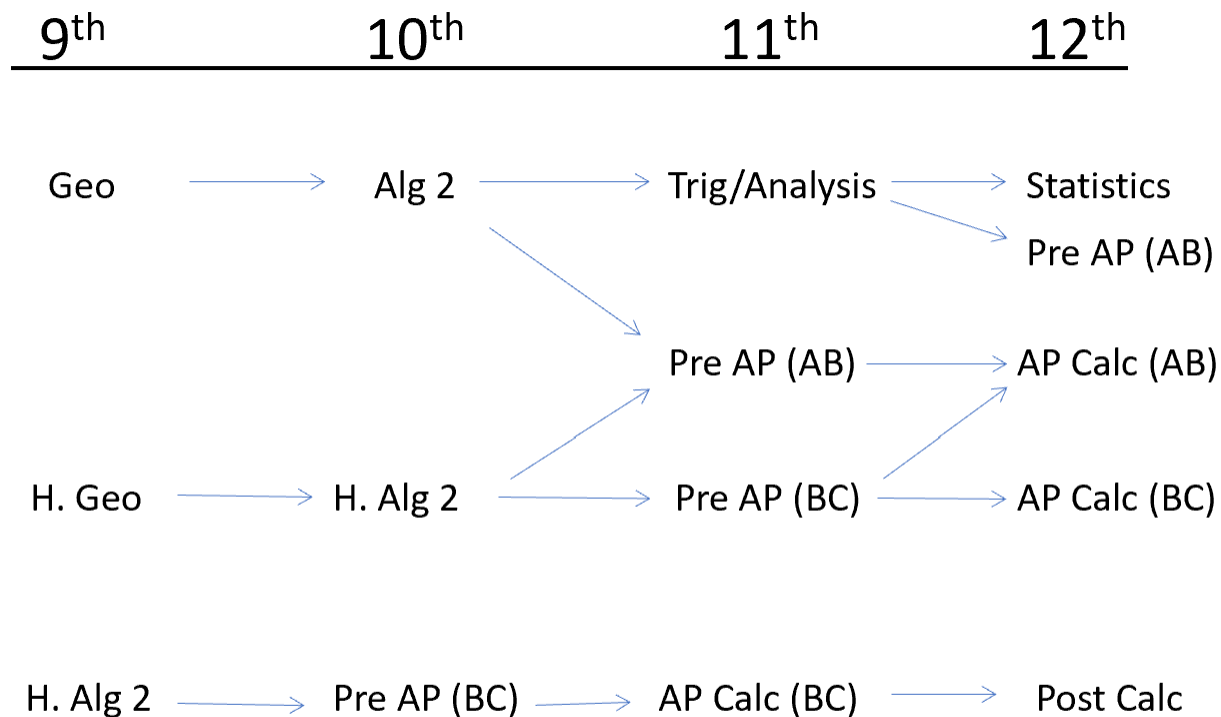
Life and Culture in the Middle East

This course introduces students to the values, traditions, and development of Middle Eastern (largely Islamic and Arabic) culture and civilization. It is designed to familiarize students with different aspects of Middle Eastern culture through aspects like food, sport, and art. Upon completion of the course, students should better understand Middle Eastern cultural values and norms. They also should have a sounder understanding of the geographical extent and variety, historical significance, cultural contributions, and ongoing importance of this region of the world.

History of Social Protest and Change in America

This course focuses on the history of social movements in the United States, while also exploring modern-day issues. Social protests have been a key piece of US history since before its founding, and the class will examine the impact social protests have had on our own progression as a nation. The course will operate primarily through discussions and analysis of sources, in addition to a semester-long research project. Students are encouraged to come to this class with their own interests and passions to add to the curriculum.

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 in which 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 8th Grade teacher.*

Honors Geometry

The primary focus of this honors course is geometric investigation, hypothesis formation, and proof. This is the first course in which 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 8th Grade teacher.*

Algebra II

This course gives further depth to the concepts developed in Algebra I and covers the following topics: a review of solving linear, quadratic, rational, and radical equations; general properties of functions; linear and quadratic functions (their graphs and defining features); polynomial functions; rules of exponents; radical functions; and exponential and logarithmic functions. ACT and SAT test prep will also be included throughout the year. *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 introduces 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 graphical and 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 in Algebra 2, and department recommendation. Students may also enroll following the Trigonometry and Data Analysis class, pending discussions with both the teacher and Math department chair.*

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, related rates, and an introduction to integration, including the method of u -substitution. *Prerequisite: Grade B+ 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 statistics-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 based 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+ or higher 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 course covers the following topics: 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 every year.*

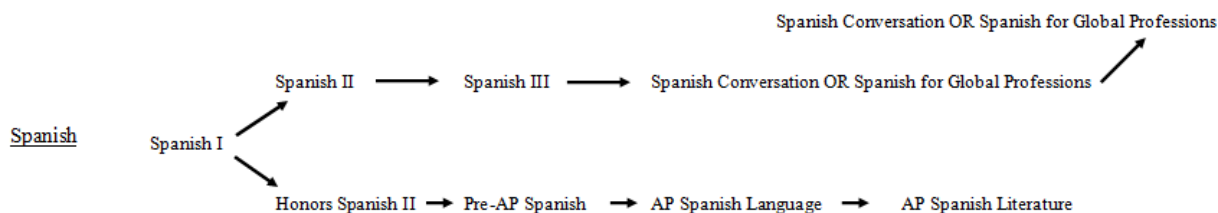
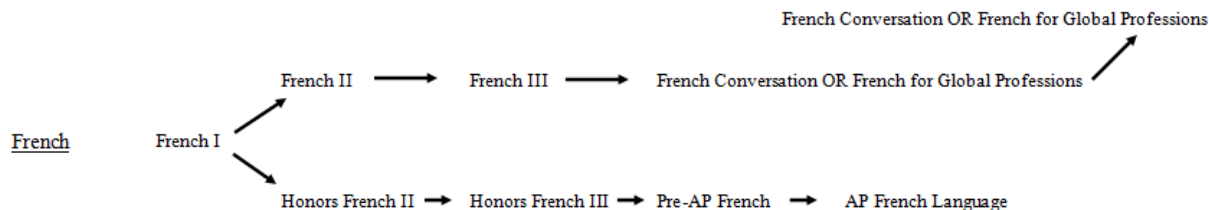
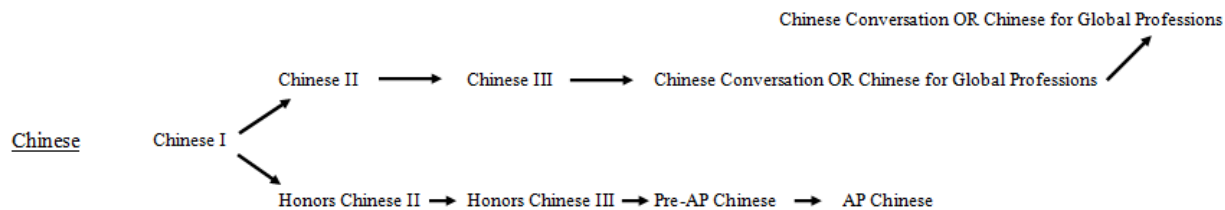
Multivariable Calculus

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. Like 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 every 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) or TI-84 graphing calculator will be an important tool for modeling and analyzing small data sets. The course covers the following topics: graphical displays of, summarizing, and comparing distributions of univariate data; exploring bivariate 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, PreAP Calculus (AB or BC) or higher, and department recommendation.*

WORLD LANGUAGES



- Students must take three years of the same language in a sequential progression
- Students who successfully complete level 1 as a middle school student may be placed into level 2 in the 9th grade, though this does not count toward one year of the three-year requirement

❖ 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.*

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. 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 moves 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. 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 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 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: 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. Students will broaden vocabulary and improve proficiency as they engage in conversations while investigating the diversity of French-speaking cultures. Student input will help decide thematic units, which could include cooking, education, cinema, travel, current events, technology, and the environment, among others. An important goal is to expand the student's view of the French-speaking world and increase cultural awareness. *Prerequisite: French III.*

French for Global Professions*

Explore the diversity of French-speaking countries in this intermediate level course. This course is for students interested in careers for which they will need to interact with Francophone communities and speakers in the United States or abroad. Students will continue the study of the French language and culture for specific professional purposes: business, translation and interpretation, and health. Students will expand their vocabularies and improve their proficiency as they investigate potential fields, such as business, medicine, arts, tourism, political science, hospitality, athletics, and social media, among others. *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. Students will broaden vocabulary and improve proficiency as they engage in conversations while investigating the diversity of Spanish-speaking cultures. Student input will help decide thematic units, which could include cooking, education, cinema, travel, current events, technology, and the environment, among others. An important goal is to expand the student's view of the Spanish-speaking world and increase cultural awareness. *Prerequisite: Spanish III.*

Spanish for Global Professions*

Explore the diversity of Spanish-speaking countries in this intermediate level course. This course is for students interested in careers for which they will need to interact with Hispanic communities and speakers in the United States or abroad. Students will continue the study of the Spanish language and culture for specific professional purposes: business, translation and interpretation, and health. Students will expand their vocabularies and improve their proficiency as they investigate potential fields, such as business, medicine, arts, tourism, political science, hospitality, athletics, and social media, among others. *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. *Prerequisites: Pre-AP Spanish and department recommendation.*

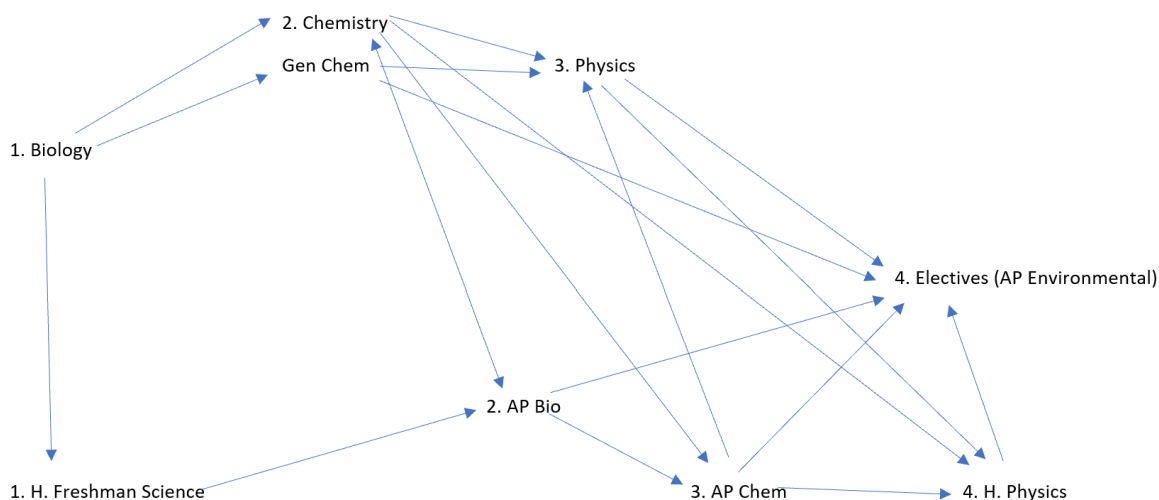
AP Spanish Literature

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 on the AP Language test have usually found success in the AP Literature course. *Prerequisites: Spanish AP Language and department recommendation.*

***French/Spanish for Global Professions as well as French/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



** Life Science, Physical Science, and one other 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. SENIORS have priority for scheduling.*

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. 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 experimentation 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 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 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.*