



METAIRIE PARK

COUNTRY DAY

**UPPER SCHOOL
PROGRAM OF STUDIES
2024-2025**

Country Day's Mission

Metairie Park Country Day School enriches the lives of talented young people in a dynamic learning environment, building strength of intellect and strength of character within a community that is simultaneously challenging and supportive. Our students learn to be flexible, to be adaptable, and to face the challenges of life with honor, optimism, confidence, creativity, and a sense of humor.

Country Day's curriculum is based on a combination of State of Louisiana requirements for graduation, required courses for college admission, and decisions made by the Curriculum Committee based on meeting the needs of the individual student and the school's mission.

Graduation Requirements

Country Day employs the system of Carnegie units and fractions of units. Under this system a year-long course earns one unit of credit, and a semester course earns 1/2 unit of credit. All students must earn a minimum of 24 units in Grades 9 through 12. All students must take 6 credits per year, excluding PE.

These units will be distributed in the following manner:

English	4	units minimum. Four specific English classes, one each year, are required.
World Languages	3	units minimum, in the same language. A credit earned in middle school for level 1 is accepted.
Mathematics	4	units minimum. A credit earned for Algebra 1 in 8 th grade is accepted.
Science	4	units minimum, including Biology, Chemistry, and Physics. Some 8th-grade courses are accepted.
History	4	units minimum, including World History, Civics, and United States History. Some 8th-grade courses are accepted.
Fine Arts	2	units of art, music, or drama.
Physical Education	2	units (participation in an LHSA-sanctioned sport may earn 0.5 unit)
Interdisciplinary	1	unit of Global Humanities (taken in the 12th grade).
Academic Electives	2	units minimum. These are courses taken beyond core academic requirements.
Computer Science	.5	units are required, beginning with the graduating class of 2027.

Course Requirements and Sequence by Department:

Students are required to take **English** each year of upper school. (English I, II, III, and IV or appropriate level of Honors or AP)

Each student is required to take four semesters of **Fine Art** (Visual Arts or Performing Arts).

Three credits of a **World Language** are required for graduation; one or more years of credit may be taken in Middle School. Students are expected to complete level four of their chosen language.

Four credits of **History** are required for graduation. This may include an approved course taken in 8th grade. The typical sequence is World History taken in the freshman year, Civics or Honors Civics in the sophomore year and United States History (or AP/Honors US History) in the junior year. Students who do not have an 8th-grade credit will be required to take AP European History or Western Civilization in their senior year. Students will have opportunities to take electives in their junior or senior year.

Four years of **Mathematics** is required for graduation. When Algebra I is taken in Middle School, it will count as a required year of mathematics. At least three years of mathematics will be taken in Upper School. In most cases, the successful completion of the sequence Geometry, Algebra II, and Pre-Calculus will satisfy this requirement. The student who completes a portion of the basic sequence in Middle School will be required to complete more advanced courses in order to earn the required three years of credit in Upper School.

The state requires four semesters of **Physical Education** in order to graduate. One of these semesters must be Health, and it will be taken one semester sophomore year. The state also allows participation in an LHSAA-sanctioned sport to count for one semester of physical education credit; thus, participation in one season of a Country Day sport will count for one semester of PE credit.

Four years of **Science** are required for graduation. This may include an approved course taken in 8th grade, usually Physical Science. The typical sequence of a student having a credit of Physical Science in 8th grade is Biology in 9th grade, Chemistry in 10th grade, and Physics in 11th grade. Students with high interest and achievement in science may elect to take Honors Biology in 9th grade (with the approval of the department); they may then continue to take AP Biology in 10th grade, AP Chemistry in 11th grade, and AP Physics in 12th grade. Students who did not take Honors Biology in 9th grade but who have shown high interest and achievement may request to take AP science courses in grades 10 through 12. Likewise, students who took Honors Biology may choose not to take all three of the AP Science courses. All students must finish four science courses (which could include an approved 8th-grade course), including one level of Biology, Chemistry, and Physics.

Global Humanities (required for all seniors)

Other Requirements

1. Course Registration will begin in the 2nd semester of the prior academic year. Students will be notified of course recommendations and approvals made by the departments. Decisions on which courses to take should be made by consulting with teachers, advisors, parents and a college counselor. The course registration form requires signatures from the student, a parent or guardian, the student's advisor and a college counselor. In addition, a student requesting four or more Honors or Advanced Placement courses must have the permission of the Principal.
2. Students are expected to work toward completing requirements in math and world language in sequence.
3. Each year, students are expected to carry a minimum of six credits, excluding PE.
4. Qualification for AP courses is determined by criteria set by each department.
5. Once students have been notified of the courses for which they are eligible, they must discuss the decision to enroll in said courses with their advisor, appropriate department chairs, and parents. Students need to recognize that it may not be in their best interests to take every recommended Honors or AP course.
6. During each semester, students are expected to carry courses on a letter-grade basis. In extraordinary cases, the Principal reserves the right to allow courses to be taken on a Credit/No Credit basis for good cause shown.
7. Six courses taken in the senior year must be passed or made up before a diploma is awarded.
8. No course may be dropped or added after the Friday before Labor Day in the fall and the Friday before Martin Luther King, Jr. Day in the spring. Students wishing to drop or add courses must complete the ADD/DROP Course Form, which requires that they obtain permission from the Upper School Principal, the teachers whose courses are being added or dropped, the appropriate department chair(s), a college counselor, and a parent or guardian. Only the Principal may authorize a student's request to be moved from one section of a course to another section of the same course.

Independent Study

A student may undertake a program of independent work with a teacher in a specific course when, in the judgment of the teacher involved, the Department Chair, and the Principal of the Upper School, the student's academic progress is best served by such a procedure. Before permission will be granted to undertake such a program, the student must obtain the supervising teacher's approval. The student and the teacher must then outline the requirements for completion of the program for credit, including a schedule of meeting times of the student with the teacher, an outline both of topics to be studied and the method of study, and a description of the agreed upon method of evaluating the student's progress and achievement. All requests for independent study must be made prior to the start of the semester in which the independent study will be pursued by the student's written proposal with signatures from the student's parent, the student's advisor, the supervising teacher, and the appropriate Department Chair. Finally, permission for independent study must be obtained from the Principal.

Exam Exemptions

At the option of the teacher, a student of any grade who is enrolled in an AP class, who maintains at least a B average in the class, who has completed all work of B or better quality, and who takes the AP exam may be exempt from the spring exam for that course. Note that all conditions must be met, including the teacher's approval. At the option of the teacher, a senior enrolled in any course not designated as AP may be exempt from the spring exam only if the student maintains an average of B+ for a year-long course or A- for a semester course.

Off-Campus Courses

Students may petition to take courses off-campus either during the school day or during the summer. In order to receive credit for these classes, approval must be obtained from the Upper School Principal prior to taking the course. Under rare conditions, these courses may take the place of required coursework at Country Day. In determining if a student may enroll in off-campus programs, the administration will consider the student's academic record and progress toward meeting Country Day's graduation requirements

New Orleans Center for the Creative Arts (NOCCA)

Students who are approved by the Principal to take coursework at NOCCA may receive credit towards the Country Day diploma. Students may request permission to miss part of the academic school day to attend NOCCA; permission will be granted if all graduation requirements can be met during the shortened day. Limitations imposed by graduation and scheduling requirements may force students to choose between participation in a program such as NOCCA and pursuing certain academic courses at Country Day. Students should pursue part-time NOCCA participation in consultation with their academic advisor, a college counselor, and the Principal.

Online Courses

Students may take online courses through the Global Online Academy. Students must have the permission of the Academic Dean to enroll in one of these demanding courses. Students may request permission from the Principal to enroll in online courses from other entities.

Study Abroad or in Wilderness Programs

Students may petition to take a semester or year abroad or in certain wilderness programs. In order to receive credit, approval must be obtained from the Principal prior to enrolling.

Tutoring Policy for Honors and Advanced Placement Classes

It is expected that a student enrolled in an honors or advanced placement course has a strong work ethic and the ability to work independently. Therefore, tutoring for students in honors or advanced placement courses is by exception only. As with all academic support, it should only occur with the recommendation of the classroom teacher and the approval of the department chair.

APPLIED TECHNOLOGY DEPARTMENT

The Department of Applied Technology (DAT) supports the infusion of digital technology into teaching and learning. Using an all-school approach, the department promotes computational thinking by teaching computer science to lower, middle, and upper-school students. DAT works with faculty to link disciplines through technology and experiential problem-based learning and reinforces our community's efforts to develop students who think creatively, collaborate effectively, understand the world in which they live from multiple perspectives, and know how to delve into questions deeply.

Specifically regarding computer science and engineering, the objectives of the Department of Applied Technology encourage students to think about the problem-solving process and develop computer solutions to everyday problems. In doing so, students utilize the software and engineering design cycles to build tools and assess their global and ethical impacts.

AP Computer Science A:

AP Computer Science A introduces students to the fundamental topics of computer science, including problem-solving, design strategies and methodologies, data structures, algorithm development and analysis of potential solutions, and the ethical and social implications of computing. Emphasizing object-oriented and procedural problem-solving and design through the use of the Java programming language, students are exposed to labs and case studies that practice techniques to develop scalable solutions from small and simple to large, complex problems. There are no prerequisites for AP Computer Science; however, students should expect to work at a rigorous pace for the entire academic year.

AP Computer Science Principles:

The creative aspects of computational thinking practices (programming, abstractions, algorithms, data analysis, the Internet, cybersecurity, and computing impacts) are introduced through project-based exploration and provide students opportunities to address real-world problems while building applicable solutions. Students will be compiling a portfolio of digital artifacts demonstrating their understanding of the big ideas in computer science. Students will be guided through the primary topics of computer science and will have the opportunity to learn about many programming environments while studying the applied technologies, including, but not limited to, robotics, app development, microprocessors, and computer architecture. Those students enrolled in AP Computer Science Principles will complete the end-of-course AP written exam and a digital portfolio.

Computer Science Principles, Part 1:

The creative aspects of computational thinking practices (programming, abstractions, algorithms, data analysis, the Internet, cybersecurity, and computing impacts) are introduced through project-based

exploration and provide students opportunities to address real-world problems while building applicable solutions. In this semester course, students will be compiling a portfolio of digital artifacts demonstrating their understanding of the big ideas in computer science. Students will be guided through the primary topics of computer science while studying the applied technologies, including, but not limited to, robotics, app development, microprocessors, and computer architecture. Students enrolled in Computer Science Principles, Part 1 will be assessed on their digital portfolio contributions that focus on ideas related to computing innovations and the creation of a computer program demonstrating the iterative process of programming.

Computer Science Principles, Part 2:

Prerequisite: Computer Science Principles, Part 1.

Computer Science Principles, Part 2 is the continuation of CSP, Part 1, where students will complete their exploration of the big ideas in computer science, be exposed to additional programming environments, and complete their portfolio of digital artifacts.

ENGLISH DEPARTMENT

The goals of the English curriculum are to teach students to read and think critically, to write with clarity and insight, and to value reading both for its intrinsic pleasure and its ability to help shape one's moral and social conscience.

During the freshman and sophomore years, classroom instruction concentrates on the process of reading actively and writing clearly: choosing a topic, designing a specific thesis, providing pertinent examples, organizing an essay clearly, and using correct spelling, punctuation, word choice, and sentence structure. During the junior and senior years, reading and writing instruction focuses more intensely on ideas and content while stressing precise diction, effective syntax, and the development of an individual style. At all levels, students study grammar to learn strategies for unpacking challenging texts and to develop an awareness of stylistic choices and the ways those choices create meaning.

To attain the goal of producing critical readers and thinkers, English courses are designed not only to provide forums for frank questioning, open discussion, and close analysis of the texts under consideration but also to encourage reading for details and to develop an appreciation of how writers use the English language to portray truths about the human condition. Students are required to take English each year of upper school.

English I

In Freshman English, students explore coming-of-age stories, analyzing how authors use literary devices to give meaning to a work of literature. Through studying works such as *Romeo and Juliet*, *Night*, *Fahrenheit 451*, *Purple Hibiscus*, and *Lord of the Flies*, they see how young people respond to their culture's values and traditions. They learn the essay-writing process by asking interpretive questions and finding connections in the text, and they learn to move beyond a surface reading and closely examine the author's use of language for theme, characterization, and literary devices.

English I Honors

Freshmen in honors consider the same essential questions and study some of the same texts as regular sections, and in addition, explore more sophisticated and demanding works (i.e., *Antigone* and *The Crucible*). Discussion is more intense, and standards for analysis are more rigorous. Reading assignments may be longer. A recommendation from the English Department is required.

English II

Sophomores respond to the question of how we find ourselves within and apart from society, examining this theme through the lens of gender, race, class, and nationality. In discussions and written responses to texts including *Macbeth*, *Into the Wild*, *The Glass Menagerie*, *Their Eyes Were Watching God*, and *Passing*, along with poetry and short fiction selected from an anthology, they explore society itself and the ways humans struggle to find a place in their world.

English II Honors

Sophomores in honors consider the same essential questions and study some of the same texts as regular sections, and in addition, explore more sophisticated and demanding works (i.e., *How the*

Garcia Girls Lost Their Accents, Persepolis, and Things Fall Apart). Students participate in deep, fully engaged readings of the text and hone their analytical skills through discussion, written work, and creative projects. Students are encouraged to think about these concepts beyond the philosophical or narrative structures within the texts and apply them to the communities that exist in both their daily lives and the world as a whole. A recommendation from the English Department is required.

English III

Juniors ask how the American experience is reflected in our literature. They become familiar with authors from different historical periods from our Puritan past to the Transcendentalist to Modernism. The novels include *The Great Gatsby*, *The Crucible*, and *March: Book One*, along with short fiction and poetry. Special attention is given to the author's message, particularly as it reflects on the human condition and life in this country. Students examine the importance of language through textual analysis and writing in various forms and continue to develop their competency in the various stages of the writing process, including active reading, prewriting, drafting, and revision.

English IV

Senior English is a survey of literature set in and around New Orleans. By studying literary representations of the Crescent City, students will develop not only their skills at literary analysis but also their understanding of New Orleans as a physical place and a place of the imagination. By the end of the year, students will synthesize these depictions of New Orleans to create their own narrative, the story they wish to tell about the city.

The course, closely connected to the Global Humanities program, will improve cultural literacy and vocabulary, so students can enter critical conversations with confidence. One of the objectives of the course is to provide the students with the skills needed to make a smooth transition to college English, focusing on critical reading and clear, insightful writing.

AP English Literature and Composition

The course is designed for highly motivated, enthusiastic students who enjoy reading sophisticated literature and sharing their ideas with others in a seminar format. They must be able to read stylistically difficult prose and verse and must be proficient writers with the ability to design essays that reflect serious and thoughtful analysis of a text. Readings include numerous short stories, *King Lear*, *Slaughterhouse Five*, *The Things They Carried*, and *Ceremony*. An intensive study of poetry leads up to the AP Literature and Composition test, which is required of all AP students. A recommendation by the English Department is required.

AP English Language and Composition

This course is a survey of literature set in and around New Orleans. By studying literary representations of the Crescent City, students will develop not only their skills at literary analysis but also their understanding of New Orleans as a physical place and a place of the imagination. By the end of the year, students will synthesize these depictions of New Orleans to create their own narrative, the story they wish to tell about the city.

This course also follows the curriculum of the College Board's AP English Language and Composition curriculum. The goal of the AP English Language and Composition curriculum is, according to the College Board, to make students "aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing." The course's goals align with the College Board's stated purpose to help students "gain authority and learn to take risks in writing" and "become increasingly aware of themselves as writers." A recommendation of the English Department is required.

True Crime (semester)

Throughout this survey course, students will critically analyze and discuss various genres of true crime literature, including the classic *In Cold Blood*. We will examine investigative journalism, using the Peabody-winning podcast *Serial* as a case study. By the end of this course, students will have a comprehensive understanding of the historical, literary, and sociocultural aspects of true crime literature. They will be equipped with the analytical tools to critically evaluate the genre and its impact on society while gaining insights into human behavior, the criminal justice system, and storytelling ethics.

Introduction to Philosophy (semester)

This is a survey course that examines major ideas and thinkers in philosophy. Students will read Plato, Thucydides, Kant, Nietzsche, Beauvoir, Arendt, Singer, and more. We will read short stories as well as analyze some classic films through a philosophical lens. Some of the big questions we'll examine are:

- What does it mean to *be* exactly?
- Is there free will?
- Why is there something when there should be nothing?
- What makes something beautiful?
- How should we live?

By the end of this course, students will have honed their critical reasoning powers, their cogent writing ability, and their active listening skills.

FINE ARTS DEPARTMENT

The Fine Arts Department is dedicated to the accomplishment of Country Day's mission to build confidence and creativity. All students have the opportunity to actively pursue the arts in performance as well as in the visual arena.

The study of the arts is central to a vital, vigorous, and liberal education. The individual student's self-expression is the main goal in courses across the spectrum of art making and designing, theater, music, and dance. Creative, independent thought and action is encouraged while students make decisions, take risks, and accept the occasional failure as part of learning.

Classroom and studio instruction is supplemented by numerous occasions to perform and display. Each year choir students perform for the public at holiday and spring concerts, as do the orchestra and various bands. Student artwork is exhibited in the community, on the school's website, and on school walls throughout the year. At the end of the fall and spring semesters, a student art exhibit and opening are held in the Country Day Gallery. Our students participate and exhibit in the annual regional ISAS Arts Festival. Each student is required to take four semesters of Fine Art.

PERFORMING ARTS

OBJECTIVES:

1. To provide the student with a comprehensive music education that establishes a solid and permanent relationship with music and theater.
2. To provide the student the opportunity to develop technical proficiency using the basic elements of music and theater.
3. To provide the student the opportunity to experience personal growth as well as the satisfaction derived from cooperative effort.
4. To provide an outlet for creativity and self-expression through participation as a performer and consumer of the performing arts.
5. To provide the student with a source of enjoyment and inspiration.

Advanced Chorale

The Advanced Chorale is open to students who enjoy making music through song. This group studies healthy vocal technique and sight-singing using Kodaly solfege syllables, in accordance with most college-level ear-training and musicianship classes. Technique and reading skills are then applied to the rehearsal and performance of choral repertoire selected to represent various cultures, musical styles, and historical periods. The group performs at Country Day's fall and spring semester Choral concerts as well as at local and regional festivals. Attendance at all performances is mandatory.

Upper School Orchestra

This year-long course is offered to students who have played a string instrument prior to the ninth grade. Students in this group continue developing tone and technique while playing standard orchestral literature as well as more modern compositions. Because this is a performance-oriented group, students are required to be present at all performances, including concerts, festivals, and school assemblies. Admission of new students to the class will be determined by teacher recommendation.

Upper School Band and Jazz Band

This year-long course is offered to students who have played a wind or percussion instrument prior to 9th grade. Students in this group continue to develop tone and technique, study advanced literature for concert band and jazz band, as well as music history and theory. Because this is a performance-oriented group, students are required to be present at all performances, including concerts, festivals, and school assemblies. Admission of new students to the class will be determined by teacher recommendation.

Honors Music

Students may earn Honors Credit by participating in two of the Performing Arts courses simultaneously.

Drama - Shakespeare and the Musical

This course uses our fall Shakespeare play and our spring musical to explore acting techniques, theatre history, directorial and design choices, and the cultural influence of theatre. The fall semester focuses on Shakespeare as a vehicle for performance rather than as literature. Students will perform scenes and soliloquies and devise a directorial or design concept for a theoretical production. We will examine the historical context of Shakespeare's plays as well as contemporary adaptations, including musicals. In the spring, we will investigate the structure of the traditional book musical, specifically the way that scenes and songs advance the plot and reveal character. Students will perform scenes and develop techniques for "acting the song." We will also analyze other landmark musicals that exemplify the form or break new ground. Students can take one or both semesters. Students also do not necessarily have to be cast in either show in order to take the course, and vice versa.

VISUAL ARTS

OBJECTIVES:

1. To expose students to a variety of open-ended experiences that will lead them to a love of art and an appreciation of their own efforts.
2. To help students develop the ability to communicate their personal ideas and feelings through art vocabulary, critiques, skills/techniques, and artistic expression by providing them with frequent opportunities for imaginative activities and personal involvement.
3. To enable students, as individuals, to become more perceptive and more sensitive through an aesthetic involvement, engaging both their minds and their senses.
4. To introduce students to an awareness of art history and culture.

Ceramics

This course introduces students to the art of working with clay, focusing on hand-building techniques and wheel throwing. Emphasizing creativity and craftsmanship, the course covers the entire process from forming and sculpting to glazing and firing. Students learn to create functional and decorative ceramic pieces, developing their artistic skills and understanding of the medium.

Metals

This class immerses students in the art of creating three-dimensional forms using metal. Emphasizing creativity and technical skills, the course covers techniques such as welding, forging, and metal casting. Students develop their artistic expression and craftsmanship while mastering the tools and processes involved in metal sculpture.

Painting and Drawing

In the Drawing portion of this course, students will learn the fundamental structures and techniques of drawing and experience the expansive qualities and characteristics of sketchbook work and various projects. Students can be expected to learn foundational drawing techniques, such as contour and gesture drawing, as well as skill-building exercises, such as still life and portraiture. Students will also master more developed techniques and applications of value, contrast, and detail to enhance their work. In the Painting portion, students will explore and utilize color properties, theory, texture, and composition in the process of painting. Students will be introduced to a variety of paint media, including watercolor, acrylic, and oil paints. Students will learn to recognize the properties of each medium and be able to make individual art.

Photography

This course explores digital photography techniques, teaching students to capture and edit images using modern cameras and software. Emphasizing creativity and technical skills, the course covers composition, lighting, and post-processing. Students learn to express their artistic vision while mastering the latest digital tools and technologies.

Woodworking

The woodworking class teaches students to design and construct projects using various types of wood and modern power tools. Emphasizing safety and craftsmanship, the course covers techniques such as measuring, cutting, joining, and finishing. Students develop practical skills and creative problem-solving abilities while creating functional and artistic wooden items.

Honors Art

This course is designed for upper school students who show considerable talent, dedication, and enthusiasm in the visual arts. Students are recommended by instructors based on excellent artwork and attitude. Department approval is required; students may need to submit a portfolio of their work for review by the Department Chair or be recommended by former art instructors. Students determine the curriculum with the teacher serving as coach. Group and individual critiques are periodically used for assessment. Consistent, creative work and experimentation with ideas and appropriate mediums are central to successful projects and course completion. Building a portfolio for submission to art schools or colleges is a major goal in this cumulative course. Students are given information and tips on what is needed to create a body of artwork that expresses individual abilities and ideas and is suitable for admission committees.

Advanced Placement Studio Art

AP Studio is a unique course of study in the sense that the culminating assessment is based on a student portfolio rather than an exam. Students are required to submit a portfolio of work that includes Drawing, 2-D Design (painting, computer graphics, photography), and 3-D Design (sculpture or ceramics). Students are graded on both the technique and content of their work. Students need to have the approval of the instructor in order to pursue the AP studio art curriculum.

HISTORY DEPARTMENT

History is the story of humankind as well as an explanation of the causes and consequences of world events. History inspires the imagination, and at the same time helps make sense of our world — in that sense it is both narrative and analytical. While history is primarily a humanity (what William James called the “sifting of human creations”), history also employs the social sciences: geography, economics, and anthropology. The History Department seeks to instill in the students a sense of history as story and develop the intellectual skills that are essential for all academic disciplines.

OBJECTIVES:

1. To develop the general skills of analysis, synthesis, research, reading, and writing.
2. To emphasize conceptual and analytical thinking as appropriate to age and grade level rather than simple retention of historical facts.
3. To develop in the student a spirit of inquiry and curiosity about people in another time and place.
4. To aid and encourage the student to become an active and constructive citizen of his or her school and the wider community.
5. To challenge the student with the purpose of fostering intellectual growth.
6. To understand that the course of history is determined by both remarkable individuals and material conditions.

Four credits of History are required for graduation. The credits may include an approved course taken in the 8th grade. For most students, the sequence of courses is World History, Civics, and U.S. History. Elective courses are also offered to juniors and seniors.

Advanced Placement (AP) Courses are available in United States History, Government, and European History. Students who wish to take an AP course need to have a strong academic record, may need to submit a writing sample, must obtain departmental permission to enroll, and must sign a contract agreeing to the extra work required for an AP course. Students who take an AP course are expected to take the AP Exam.

World History

World History is a year-long course on world civilizations. The class emphasizes the origins of Western institutions and modern thought and the contributions made by civilizations of Asia, Africa, and Latin America. The course covers ancient civilizations through the sixteenth century. Students will explore the origins of civilization in the Middle East, Africa, and Asia, examine the significance of the Axis Age and the resulting exchange of ideas, recognize the contributions of religious traditions around the world, and explore the cross-cultural exchanges of the postclassical era. Students are also introduced to ideas of the Enlightenment. Research skills are emphasized throughout the year.

United States History

United States History gives students a thorough background in the story of the American Nation. In addition to fostering intellectual growth, the course promotes an appreciation of history which is essential for one to be a responsible and informed citizen of the Republic. Students will learn to identify and explain major political, economic, social, and cultural trends in American History, analyze the cause-effect relationships that shape American History, identify major figures in American History and understand how they shaped events, and learn to research a topic and synthesize the material for a major research project.

Advanced Placement United States History

The Advanced Placement course in US History is designed to provide students with the analytical skills and a body of knowledge necessary for dealing critically with complex issues in American History. The course will focus on political, diplomatic, cultural, economic, and social developments in American History. Outside readings and analytical essays are required. Students will learn to read history by analyzing and synthesizing primary and secondary course materials, learn about historiography by weighing various interpretations of a given subject, learn to write an analytical essay by developing a clear and logical argument supported by historical evidence, and be able to grasp the factual details, not as an end but as a means toward understanding the broader concepts that shape American History. Recommendation of the department is required.

Civics

The Civics course surveys the conceptual and practical aspects of the American Government on the national, state, and local levels. Students examine the role that the government plays in the lives of American citizens and the importance of participation in a democratic system. Students will develop a practical knowledge and conceptual understanding of the American system of government and undertake an in-depth study of the Constitution of the United States, after which the students should comprehend the rights given to American citizens, and they will be given the fundamental tools that will enable them to draw independent and logical conclusions regarding issues facing the United States and to recognize the differences between analysis and opinion. The instructor will impress upon the students the responsibilities of citizenship and the importance of the individual in a democratic society, as well as in the arena of global affairs, expose students to the challenges facing American constitutional democracy in the twenty-first century and engage them in critical thinking and problem-solving. Finally, the course will foster both an understanding of free market economic theory and its variants in practice. Students will be given the option to take this course as an Honors class by fulfilling additional requirements; students will be informed of those requirements and required to commit to this undertaking early in the school year.

Advanced Placement Government

This course covers the conceptual and practical aspects of American Government on the national level. An emphasis is placed on the philosophical foundations of American Government, as well as on the evolution of American political institutions. The goals are to familiarize the student with the following aspects of the American political system: constitutional and philosophical underpinnings, federalism, the electoral process, the political process, Congress, the Presidency, the Supreme Court, and civil liberties and rights. The student will analyze the American government as a dynamic course of study of continuously evolving institutions from the Founding Fathers to the Post-Cold War era. Recommendation of the department is required. This course will usually be taken senior year after having completed Government and United States History.

Western Civilization

Western Civilization is a year-long course in which students examine the ways in which European or Western ideas and technological advances have influenced social, political, and economic developments in cultures throughout the world, for better and worse. Students will explore the non-Western world during the same era, with a focus on Asia and Africa, explore the impact of European exploration and colonization from the fifteenth through the nineteenth centuries, examine

how events such as the Renaissance, Reformation, Scientific Revolution, and Enlightenment influenced the development of the modern world, and learn about the World Wars and their impact, and the ensuing Cold War Era.

Advanced Placement Modern European History

AP European History runs from 1350 to the present. The historical landscape covers the broad brushstrokes of ideas to the pointillistic details. The lenses are political/diplomatic, economic/social, and cultural/intellectual. Assessments are multiple-choice quizzes, analytical essays, document-based questions, and major historiographical papers. The course balances historical narrative with historical analysis. Recommendation of the department is required.

Advanced Placement Art History

AP Art History is offered to juniors and seniors with a proven work ethic and an interest in art. Students will learn and practice both visual and contextual analysis of two- and three-dimensional art and architecture, beginning with ancient civilizations and ending with late twentieth-century art and architecture. Visual analysis is learned and practiced through regular discussion of images, informal writing, timed essays, tests, and hands-on exercises. Contextual analysis, including consideration of purpose, audience, patronage, political and religious climate, gender and ethnicity, and cultural and philosophical movements, is also practiced in discussions and informal writing and assessed in timed essays and tests. Art beyond the European tradition is addressed in lectures and discussions and in essays analyzing thematically related pairs of non-western works. The primary focus of the course, in lectures, discussions, essays, and tests, is the relationship between the visual qualities of a work of art and the spirit of the age in which it was created. Recommendation of the Instructor is required.

Introduction to Microeconomics (1st semester)

This course emphasizes analysis of the American economic system as it relates to the individual and other economic systems. Specific areas to be covered include Microeconomic issues such as the law of supply and demand, factors of production, and the business cycle.

Introduction to Macroeconomics (2nd semester)

Prerequisite: Introduction to Microeconomics. Macroeconomic issues will include money and banking, monetary and fiscal policy, international trade, and comparative economic systems. Students will study the history of economic thought as well as current economic issues.

MATHEMATICS DEPARTMENT

The Mathematics Department seeks to instill in its students the ideas, principles, and habits of mind that result in a solid understanding of the mathematics needed to excel in our challenging world. As students progress through the mathematics curriculum, they continue to build their critical thinking and problem-solving skills through the discovery and exploration of various mathematical and cross-curricular topics. Appropriate use of technology enhances instruction and deepens understanding of all concepts, specifically the use of the graphics calculator to model real-world phenomena. The Mathematics Department values not only the mastery of computational techniques but also the ability to reason, leading to a deeper conceptual understanding.

OBJECTIVES:

1. To develop computational proficiency and skills using traditional algorithms
2. To integrate technology into the learning of mathematics
3. To develop critical thinking and reasoning skills and apply these skills daily
4. To improve his/her ability to use the textbook, technology, peer teaching, and note-taking as resources
5. To develop an understanding of the symbolic language of mathematics
6. To understand deductive reasoning and be able to use it to reach logical conclusions
7. To collaborate appropriately
8. To express results verbally, analytically, numerically, and graphically
9. To become increasingly independent in his/her learning patterns and to take personal responsibility for his/her progress

10. To develop an appreciation for mathematics and its applications

Four years of Mathematics is required for graduation. When Algebra I is taken in Middle School, it will count as a required year of mathematics. At least three years of mathematics will be taken in upper school. In most cases, the successful completion of the sequence Geometry, Algebra II, and Pre-Calculus will satisfy this requirement. The student who completes a portion of the basic sequence in Middle School will be required to complete more advanced courses in order to earn the required three years of credit in Upper School.

A Texas Instruments Graphics Calculator is required of all students enrolled in Upper School mathematics courses.

Honors Sections: Students demonstrating exceptional ability and high levels of achievement in mathematics will be placed in the Honors Sections of each course by the Department of Mathematics. Students must maintain at least a B average in the previous Honors level course to remain in the program.

Algebra I

This course introduces important algebraic concepts and their applications while developing logical thinking. The textbook is designed to help students build their critical thinking and problem-solving skills through the study and exploration of various algebraic topics. Topics of study include a review of operations with signed numbers followed by an analysis of polynomials, simplification of radicals, graphing techniques for equalities and inequalities, as well as systems of equations. Students will develop an understanding of the use of algebra as a language and be able to apply this knowledge to problem-solving situations. Throughout this course, a focus will be placed on expressing mathematical concepts orally, in writing, or through the use of symbols, models, tables, or graphs.

Geometry/Honors Geometry

Geometry stresses inductive and deductive reasoning. Throughout this course, students will understand and appreciate the interdependence of Geometry and Algebra. Students will use theorems, postulates, and definitions along with reasoning skills to verify theorems involving basic geometric shapes. The course will include a thorough study of both plane and solid geometric applications, such as the study of distance, area, and volume. Topics will include angles, congruence and similarity, direct and indirect proofs, geometric inequalities, and parallel and perpendicular lines. Precise geometric notation is emphasized. Completion of Algebra I is required for enrollment in Geometry. The Honors level course progresses at an accelerated pace with additional emphasis on deductive reasoning and multifaceted problems. B or better average in Honors Algebra I and Department approval are required.

Algebra II/Honors Algebra II

Algebra II reviews and extends the topics studied in Algebra I. Students are introduced to rational exponents, complex numbers, functions and relations, logarithms, conic sections, operations with matrices and determinants. The student will also study quadratic equations, higher-degree polynomial equations, and systems of equations and their graphs. Graphing calculators are utilized throughout this course, placing an emphasis on problem-solving and real-world applications. Introductory topics of trigonometry are studied as time permits. The Honors level course has an additional emphasis on the derivation and theory behind each topic and moves at an accelerated pace. B or better average in Honors Geometry and Department approval are required.

Pre-Calculus

This course is a study of pre-calculus concepts where technology and algebra are used as tools to solve real-life problems. The textbook is designed to help students build their critical thinking and problem-solving skills through the discovery and exploration of various pre-calculus topics while integrating graphing technology. Topics covered in this course include a thorough investigation of polynomial and transcendental functions and their inverses, analytic trigonometry and geometry, sequences and series, operations with matrices, linear systems, and an introduction to limits if time permits. Completion of Algebra I, Geometry, and Algebra II is required for enrollment in Pre-Calculus.

Honors Pre-Calculus

Honors Pre-Calculus is a rigorous, fast-paced course designed to prepare students who have demonstrated proficiency in previous math courses for future study in advanced mathematics courses. Throughout this course, the graphics calculator is utilized by students to model various functions and

interpret real-world situations. Topics include a review of polynomial functions, a thorough investigation of analytic trigonometry and its applications, composite and inverse functions, logarithmic and exponential functions, vectors, conics, and operations with matrices. Students will be introduced to the introductory concepts of Calculus. B or better average in Honors Algebra II and Department approval are required for enrollment in Honors Pre-Calculus.

Honors Calculus

This Calculus course introduces the elementary concepts of calculus combined with a review of algebraic skills. After a thorough discussion of polynomial and transcendental functions, students are introduced to a fundamental concept of calculus, the limit process. This technique of finding the limit is then applied to calculating the slope of a tangent line to a curve, a process called differentiation. Lastly, students investigate the integration of algebraic and exponential functions. Throughout this course, practical applications of differential and integral calculus are discussed. Students consistently represent these functions analytically, graphically, and numerically leading to a solid conceptual understanding of calculus and its applications. Completion of Pre-Calculus with an average of B or better is required for enrollment in Calculus.

Advanced Placement Calculus AB

Advanced Placement Calculus AB is a rigorous college-level course intended to prepare students for the Advanced Placement AB exam. Topics studied will include a review of functions, limits, and continuity and continue with differentiation and integration of algebraic, transcendental, trigonometric, logarithmic, exponential, and hyperbolic functions and the applications of these topics. Throughout this course, practical applications of differential and integral calculus are discussed. Students consistently represent these functions analytically, graphically, and numerically leading to a solid conceptual understanding of calculus and its applications. A balance will be struck between rigorous mathematical theory and practical problem-solving.

Advanced Placement Calculus BC

Advanced Placement Calculus BC is a rigorous college-level course intended to prepare students for the AP exam. This course includes all of the topics taught in Calculus AB plus additional topics such as parametric, polar, and vector functions, as well as L'Hopital's Rule and polynomial approximations and series. Important components of the course include the use of technology, cooperative group problem-solving, and communicating mathematically, both verbally and in writing.

Advanced Placement Statistics

Advanced Placement Statistics is a rigorous college-level course intended to prepare students for the AP exam. The intent of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics studied will include exploring data by sampling and experimenting, planning and conducting a study, probability, and making statistical inferences. Important components of the course include the use of technology, projects and laboratories, cooperative group problem-solving, and writing. Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course.

Mathematical Modeling

Mathematical Modeling is an elective course offered to seniors. This course combines traditional mathematical practice with an investigative approach that allows students to analyze complex situations. In mathematical modeling, problems come first, and then students must find the mathematics that will help make sense of the problem (from a mathematical point of view). The use of mathematics along with technology paves the way for students to model a variety of phenomena and real-world situations throughout this course. All topics covered provide the foundation for further study in future math courses.

Statistical Reasoning

Statistical Reasoning is a one-semester elective course offered to seniors. The course is oriented around stochastic problems related to complex, real-world problems. The course will begin by considering basic ideas from probability, including randomness, distributions, central tendency, and variation. Once sufficient mathematical models of random behavior have been mastered. Students will be asked to look at statistical samples from random phenomena. Technology in the form of computer software and a graphing calculator paves the way for students to model a variety of phenomena and real-world situations throughout this course. All topics covered provide the foundation for further study in mathematics.

PHYSICAL EDUCATION DEPARTMENT

The Physical Education department shares a concern for the fitness, health awareness, and skill development of our High School students. The purpose of our PE program is to encourage a lifetime of well-being by fully engaging our students in a variety of health and activity courses.

The PE curriculum includes a wide variety of quarter-long courses designed to contribute to an active, healthy lifestyle. By the end of the sophomore year, students can satisfy all PE credits required by the state and school for graduation.

Transferring students may make up PE credits, if necessary and with approval, through a supervised independent study or participation in Varsity sports.

With permission, a junior or senior may choose a Physical Education class as an elective. They may take courses from the designed curriculum or participate in a supervised independent study.

OBJECTIVES:

1. To continue the development of motor, cognitive, and social skills.
2. To improve strength, flexibility, cardiovascular fitness, and agility.
3. To expose students to a variety of individual and team sports and instruct them on the rules, skills, and strategies involved.
4. To develop an appreciation and understanding of an active, healthy lifestyle.
5. To gain knowledge, have open discussions, and practice strategies related to relevant, healthy lifestyle choices.
6. To instill and practice such values as sportsmanship, fairness, respect, and teamwork.
7. To reinforce the responsibilities of preparedness, punctuality, and effort.
8. To relax and have fun with classmates while enjoying the spirited competition.

Physical Education I

Throughout the year, students will receive instruction on Total Body Fitness, Muscular Strength, Endurance, Balance, and Flexibility. They will also be given the opportunity to participate in team games.

Physical Education II

Throughout the year, students will receive instruction on Total Body Fitness, Muscular Strength, Endurance, Balance, and Flexibility. They will also be given the opportunity to participate in team games. Athletes can receive one semester of PE credit for earning a JV or Varsity letter in a Country Day Sport (including athletic training and cheerleading).

Strength and Conditioning

Throughout the year students will learn the value of strength training and proper lifting technique. They work on improving their overall strength with an individualized plan.

SCIENCE DEPARTMENT

The science curriculum is designed to provide classroom and laboratory flexibility needed for the development of the individual's cognitive and manipulative skills and abilities.

OBJECTIVES:

1. Observation and Questioning: Making observations about the universe to understand phenomena and stimulate curiosity
2. Nature of Science: Science uses inquiry, experimental design, problem-solving, data analysis, and the usage of mathematics to produce models and communicate findings
3. Measurement: Size and scale are navigated through metric measurement and modeling using tools and technology
4. Structure and Function of Systems: Systems are composed of parts that relate structure to function, and parts are integrated to create emerging properties
5. Connections: Appreciation for the critical role and interconnectedness of science and innovation in health, technology, and the environment

Four years of Science is required for graduation. This may include an approved course taken in 8th grade, usually Physical Science. The typical sequence of a student having a credit of Physical Science in 8th grade is Biology in 9th grade, Chemistry in 10th grade, and Physics in 11th grade. Students with high interest and achievement in science may elect to take Honors Biology in 9th grade (with the approval of the department); they may then continue to take AP Biology in 10th grade, AP Chemistry in 11th grade, and AP Physics in 12th grade. Students who did not take Honors Biology in 9th grade but who have shown high interest and achievement may request to take AP Science courses in grades 10 through 12. Likewise, students who took Honors Biology may choose not to take all three of the AP Science courses. All students must finish four science courses (including an approved 8th-grade course) and one level of Biology, Chemistry, and Physics.

Biology

Biology is a course that focuses on the study of life by examining the fundamental concepts of cellular and molecular biology, genetics, evolution, and physiology. The scientific process and laboratory skills are utilized with traditional and computer analysis tools, including laboratory probes. In addition, students learn scientific writing skills and how to develop an awareness of the relevance of biology to everyday life.

Honors Biology

Honors Biology will introduce students to the fundamental principles of both Biology and Chemistry and will serve as the prerequisite for both the AP Biology and AP Chemistry courses. This unique course was created to cohesively combine these two disciplines and will be presented in a unified manner throughout the school year. If you have any questions regarding this course or the US science curriculum, please contact the department chair.

Chemistry

Chemistry is a physical science that explores concepts ranging from subatomic particles to chemical reactions. In this survey course, broad topics covered include measurement and dimensional analysis, atomic theory, bonding, reaction types (both structural and chemical), stoichiometry, solution chemistry, gasses, acid/base systems, equilibrium reactions, thermodynamics, and environmental issues. Laboratory activities will accompany the content covered, allowing students to implement the scientific method and to more easily visualize submicroscopic processes. Lab activities will make use of both traditional chemistry laboratory techniques as well as those employing computer-based analysis tools, including laboratory probes. Students must have successfully completed Algebra II before taking Chemistry.

Honors Chemistry

The Honors Chemistry class moves at a faster pace, with topics covered in greater depth than the traditional Chemistry class. Additional topics covered include electrochemistry and nuclear chemistry. Much of the content will be taught at a college-level and, accordingly, performance expectations will be higher in this class. A college textbook will be used. Students must have successfully completed Algebra II (honors section recommended) before taking Honors Chemistry and received departmental permission before enrolling. If requirements are met, students and parents/guardians must sign a course contract in order to be scheduled for the course.

Physics

Prerequisite: Students must have successfully completed Algebra II prior to enrolling in Physics. The Physics course is a survey of a broad range of topics focusing on introductory physics. Topics to be covered include one- and two-dimensional motion, forces and the laws of motion, work and energy, momentum and collisions, vibrations and waves, sound, geometric optics, electricity, and magnetism. Hands-on activities, including traditional laboratory experiments and design thinking projects, will be incorporated to enrich concepts discussed in class.

Honors Physics

The Honors Physics course will include the same topics as the regular section. Topics will be covered at an accelerated rate and in greater depth than regular physics. This class will require higher demands on problem-solving and experimental work. Students must possess strong mathematical skills and a committed work ethic. Prerequisites: The same math prerequisites are required for Honors Physics as in the regular Physics class. Students must receive departmental permission before taking the class.

Advanced Placement Biology

Advanced Placement Biology is a survey of cellular biology, biochemistry, genetics, evolution, ecology, and physiology. The laboratory section of the course includes twelve experiments recommended by the College Board that reinforce the knowledge gained during lecture. In addition, each student will conduct a yearlong independent experiment outside of the classroom. The student will need to learn techniques of research, how to implement the scientific method, write a paper and construct a PowerPoint presenting their work to a group of peers. Department approval is required for enrollment.

Advanced Placement Chemistry

AP Chemistry is an elective designed to be equivalent to a general chemistry course for science majors, usually taken during the freshman year of college. Broad topics covered include atomic theory, bonding, reaction types (both structural and chemical), stoichiometry, solution chemistry, gases, acid/base systems, reaction kinetics and rates, equilibrium reactions, thermodynamics, and environmental issues. Laboratory experiments are performed to accompany content according to the College Board requirements. Department approval is required for enrollment.

Advanced Placement Physics

The AP Physics C: Mechanics course is a Calculus-based physics course that seeks to be representative of an introductory college class in both content and laboratory experiments. This course is designed to provide the foundation in physics for students in the engineering, medical sciences, and other applied sciences. Topics covered include kinematics, dynamics, conservation laws, and simple harmonic motion, including rotational motion. Pre-requisites: Department approval is required for enrollment. Students must also be concurrently enrolled in an AP Calculus course.

Environmental Science

Environmental Science is designed to help students become more aware of global environmental challenges. Students explore issues in human population, ecology and biodiversity, energy use, and pollution. Issues will be evaluated from scientific, economic, and cultural perspectives. Case studies are used extensively as a learning tool to evaluate real environmental problems. Laboratory activities will be used to enhance understanding.

Psychology

What does it mean to think like a psychologist? In Introduction to Psychology, students explore three central psychological perspectives – the behavioral, the cognitive, and the sociocultural – in order to develop a multi-faceted understanding of what thinking like a psychologist encompasses. The additional question of “How do psychologists put what they know into practice?” informs the study of the research methods in psychology, the ethics surrounding them, and the application of those methods to practice. During the first five units of the course, students gather essential information that they apply during a group project on the unique characteristics of adolescent psychology. Students similarly envision a case study on depression, which enables the application of understandings from the first five units. The course concludes with a unit on positive psychology, which features current positive psychology research on living mentally healthy lives.

WORLD LANGUAGES DEPARTMENT

In an era when world business, politics, and cultural progress are increasingly dependent on people's ability to communicate, Country Day's World Languages Department is especially dedicated to the important task of teaching second and even third languages. Country Day students will be leaders in many fields, and proficiency in at least one international language will be essential for academic, financial, and personal success. Those individuals who are proficient in another language often get better jobs and find graduate-school requirements greatly facilitated. Aside from academic and monetary considerations, understanding another culture in-depth gives one a far better perspective from which to view one's self and one's own country and language.

Because of the varied future needs of our students, equal emphasis is placed on all four language skills: comprehension, speaking, reading, and writing. In-depth literary analysis, as well as refinement of speaking and composition, is expected of students. Classroom instruction is supplemented with whole-language communication exercises and computer-assisted learning. Whenever possible, programs of study and travel abroad are offered by the School.

The study of World Language through level III is required for graduation(three credits); one or more years of credit may be taken in Middle School. Students are expected to complete level IV of their chosen language.

FRENCH

French I

This course is designed primarily for Upper School students who are beginning their study of French in Upper School. The target language is used in classroom instruction, and the students are expected to speak French at all times. The basic text is supplemented by videos, tapes, laptop computers, the online language lab, films, workbooks, and magazines.

French II

See French II Honors with less emphasis on reading.

French II Honors

This course involves: 1. a close study of French grammar and vocabulary in a conversational format, 2. the development of basic skills of speaking as learned through pattern drills and dialogues, 3. an introduction to how to read French texts, and 4. development of conversational ease and fluency in everyday situations. At this level, much responsibility will be placed on the student to work in a less teacher-oriented structure. Prerequisite: "A" average in French and department approval.

French III

This course is designed to serve as an intensive review of grammar, vocabulary, and reading. Oral work will be heavily emphasized, and weekly online language lab work will be included.

French III Honors

This course is designed to serve as an intensive review of grammar and conversation and is a serious introduction to the classics of French literature. Oral work and language lab requirements will be heavily emphasized, as students will need to discuss the literary works in French. Prerequisite: "A" average in French and departmental approval.

French IV

This is the final required course for the Upper School French requirement. It will be a review of previous work, but mostly it will offer an opportunity for students to refine their spoken skills and advance their reading sophistication. The course is a combination conversation and film course, including a more sophisticated grammar study and online language lab work.

French IV Honors

This is a survey of French literature, history, and art from prehistoric times in France through the twentieth century. It will also be an intensive review of grammar, with an emphasis on conversation. Online language lab work is an integral part of the class, as are films. Students must maintain an A average in order to qualify for the class, which is a pre-AP class.

French V/V Honors

This is a conversation class using various films, cultural, historical, and contemporary topics, and literature as a springboard for speaking. There will be no new grammar, but students will review what they have already learned by way of the online language lab material. Group projects, making videos, and daily discussions are an integral part of the class. Students may elect to take this class on a regular or on an honors basis.

Advanced Placement French Language and Culture

This course is designed to improve all four language skills (listening, speaking, reading, writing) and culture of France and the francophone world. Sophisticated, relevant, modern, thought-provoking materials will be read, watched and analyzed for style, content, and philosophy. Intensive work on vocabulary building, grammatical structures, and oral fluency will be an integral part of the course. (Departmental approval of candidates is required).

SPANISH

Spanish I

This course is designed for students who are beginning their study of Spanish in eighth grade or Upper School. The target language is used in classroom instruction, and students are encouraged to speak Spanish at all times. The basic text is supplemented by videos, tapes, workbooks, the internet, and additional reading material. Reading, writing, speaking, and listening skills are all emphasized equally.

Spanish II

This course is a review of the basic structures of language and a continuation of the development of basic skills of grammar, syntax, and semantics. More complex structures are introduced, as well as many intermediate readings and cultural activities. All four language modalities will be stressed for development: speaking, reading, writing, and listening. The class is conducted in Spanish.

Spanish II Honors

Spanish II Honors students will fulfill the requirements of standard Spanish II with many enrichment activities added to the curriculum. Students will read many authentic Spanish texts and will use technology to gain exposure to realia dealing with the Spanish language and culture.

Spanish III

This course is designed to develop reading and writing skills while giving students ongoing opportunities to improve their listening and speaking skills at the intermediate level. Students increase their vocabulary significantly and manage complex grammatical structures. The course is conducted in Spanish, and all students engage in lively activities to stimulate the development of their Spanish skills in all four modalities. Technology is integrated into the class in a variety of ways to develop students' appreciation for and understanding of the cultures of Spanish-speaking countries.

Spanish III Honors

Students in Spanish III Honors will fulfill the requirements of Intermediate Spanish III. In addition, they will read authentic (abridged and unabridged) Spanish literature to gain an appreciation of the contributions Spanish-speaking authors have made. The course is conducted entirely in Spanish. Advanced grammar topics are an integral part of the curriculum.

Spanish IV/IV Honors - Advanced Conversation and Grammar

Students in Spanish IV delve into the complexities of Spanish grammar while developing a wider and deeper vocabulary dealing with topics from personal identity to travel and immigration. Students are exposed to a variety of materials to encourage classroom discussions, debates, and conversations. Cultural awareness is a focus as students read authentic unabridged Spanish and Latin American short stories written by such authors as Isabel Allende, Camilo José Cela, and Gabriel García Márquez. Current event topics such as immigration are studied in depth as well.

Spanish V/V Honors

This course is offered as two unique semester-long courses. Students may choose to take either or both semesters. The course will use primary materials (newspapers, periodicals, the internet, etc.) to study current events from the perspectives of various cultures in the Spanish-speaking world. While the course will contain some grammar review in context, the main focus will be centered on oral and written communication. Students will research, debate, argue, assess and examine world trends from varying perspectives. Most topics will be generated by the students' mutual interests and can correlate with the material covered in other courses. The course includes a film component; students study the films of great Hispanic directors and create several films of their own.

Advanced Placement Spanish Language and Culture

This course is designed to improve all four language skills (listening, speaking, reading, writing) and culture of Spain and hispanic countries. Sophisticated, relevant, modern, thought-provoking materials will be read, watched and analyzed for style, content, and philosophy. Intensive work on vocabulary building, grammatical structures, and oral fluency will be an integral part of the course. (Departmental approval of candidates is required).

INTERDISCIPLINARY COURSES

Global Humanities (required for all seniors)

As part of the New Orleans Scholars Program, Global Humanities has one main argument: if you can understand New Orleans, you can understand the world. Through lectures, field trips, and small group discussions, students will explore New Orleans as a global city where the histories and cultures of five continents converge. By looking at the past, present, and future of the city, students will see how the Big Ideas of human history have migrated throughout space and time and how one advances human knowledge and understanding by synthesizing ideas. Research, writing, and presentation assignments culminate in the Capstone Project, for which students write a ten-page research paper on a subject they choose and present their research to faculty and classmates at an academic conference.

Publications I and Publications II (Yearbook)

This process-oriented course must be taken for both semesters. During production, students must be prepared to work outside of class hours, on weekends, and on some vacations to meet publication deadlines. The course is open to ten students, with priority given to students with yearbook experience. An application must be filled out in the spring semester and returned to the yearbook advisor. Willingness to collaborate, cooperate, and communicate is essential. Through hands-on experience, students will develop enhanced skills and techniques in time management; design and layout; writing, editing, and proofreading, photography; word processing, graphics, and desktop publishing; teamwork; and sales and finance. Recommendation of the instructor is required.