CASCADES ACADEMY

UPPER SCHOOL
ACADEMIC PROGRAM
Course Catalogue

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Educational Philosophy

At Cascades Academy we deliver meaningful, challenging, and experiential education to inspire lifelong learners who are socially responsible individuals ready for a diverse and changing world.

This work begins by building a community rooted in belonging and joy that also empowers individuality. With this relational foundation, our teachers ignite curiosity and guide students to embrace challenge while learning by doing.

This approach cultivates engaged human beings who are equipped to navigate life with purpose and resilience so as to build a future of impact and meaning. Ultimately, we are in the practice of crafting transformation - both of our students and our world.

Academics are presented in both traditional and experiential ways because research shows that active, engaged learning supports creativity, problem-solving, and a deeper understanding that endures beyond test day.

Portrait of A Cascades Academy Graduate

Our students will demonstrate competency and understanding in the following areas:

CASCADES ACADEMY MASTERY TRANSCRIPT

Communications

Is an effective communicator and listener willing and able to collaborate effectively with other individuals in more than one language.

Oral Communication
Written Communication
Active Listening
Use of Media
Multilingualism

Evidence-Based Critical Thinking

Applies a variety of critical thinking strategies across a wide range of settings based on evidence and problem-solving skills.

Problem Solving
Reasoning
Research

Scientific, Quantitative, & Technical Fluency

Can demonstrate skills and knowledge related to the fields of math, engineering, and science, and display the ability to transfer those skills and knowledge in real-world situations.

Qualitative Modeling
Quantitative Modeling
Experimentation
Science Literacy
Math Literacy
Technical Fluency

Local & Global Citizenship

Demonstrates an understanding of the world in terms of cultures, geography, history, politics, economics, and current events, and participates in solutions to simple and complex issues.

Cultural Competency
Community Relations
Social Justice
Civic Engagement

CREDIT AREAS & COMPETENCIES

Social & Ethical Fluency

Demonstrates an understanding of societal structures, relationships, and ethical principles. They can critically analyze social issues, engage with diverse texts, and apply philosophical and ethical reasoning to real-world dilemmas.

Social Issue Analysis
Literacy
Philosophical Inquiry

Creativity & Originality

Can demonstrate creativity through individual expression and possess skills in design and innovation.

Creative Expression
Curiosity
Inventiveness & Ingenuity

Character & Wellbeing

Cultivates a strong sense of self by intentionally identifying, protecting, and advancing personal values, being a self-directed learner, developing resilience as they embrace challenges, and seeking balance in their pursuit of well-being.

Self-Directed Learner
Balance & Wellness
Empowered Individuality
Perseverance & Grit

In doing so, they will pursue a Mastery Transcript:

The Mastery Transcript is the official transcript for our graduating seniors and tells the **story** of their learning journey at our school.

Students upload **evidence** of the skills and knowledge they've mastered, giving readers (colleges, employers, etc.) a clear and holistic picture of their capabilities.

Why Competency Learning?

Cascades Academy Core Values

IGNITE CURIOSITY | LEARN BY DOING | FOSTER BELONGING
EMPOWER INDIVIDUALITY | EMBRACE CHALLENGE | SHARE JOYFULNESS

In the Upper School community, we share relevant and meaningful learning experiences, preparing us to enter the world as responsible and thoughtful individuals open to complex perspectives and equipped with the knowledge and courage to positively influence our future communities.

Key Tenets of Competency-Based Learning

- Students are empowered to make decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate it.
- Students progress based on evidence of competency, not seat time.
- Students learn actively using different pathways and varied pacing.
- Assessment is a meaningful and empowering learning experience for students that yields relevant and actionable evidence.
- Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of the school.
- Students receive timely, differentiated support based on their individual needs.
- Expectations for learning are rigorous, explicit, transparent, measurable, and transferable.

Adapted from the 2019 National Summit on Competency-Based Education

Applicants with Mastery Transcripts have been accepted to hundreds of colleges.

Humanities

Departmental Philosophy

The humanities can be described as the study of how people process and document the human experience. Therefore, studying humanities benefits from the integration of many disciplines. For our purposes, these disciplines include history, language arts, sociology, psychology, philosophy, geography, and anthropology. Students explore place-based themes, classic literature, writing, and other styles of communication. The intentions are to develop deeper learning around cultural factors that shape the world around us.

Our humanities courses aim to instill open-ended learning values to teach students to comprehend, analyze, and question their experiences and research. We guide them to acquire the skills to communicate effectively and make ethical choices by providing access to myriad global literature, news, opinions, and history. Students are part of a living community to which they actively contribute through research and evidence-based writing and discussion. We want students to grow as individuals and as a community of learners who connect to the passion and versatility of their world.

Faculty Profiles

Andrew Goldstein - Andrew originally hails from Atlanta, Georgia, but he has called the American West home since finishing his undergraduate degree in 2006. His lifelong affinity for learning has led to him returning to university several times where he has earned a BA of Philosophy from the University of Georgia; a Masters of Eastern Classics from St. John's College in Santa Fe, New Mexico; and a Masters of Teaching from OSU Cascades here in Bend. Andrew settled in Bend (for the second time) in 2016, and he has taught for the past four years in central Oregon. Andrew's first experiences in the classroom came working for the JET (Japan Exchange and Teaching) Program as an Assistant Language Teacher in a small town in central Japan. There, he found that the classroom represented an ideal space for him to merge his passion for exploring diverse cultures and ideas with his love for the world of books. After his teaching stint in Japan, he also worked as a mountain guide on Japan's highest mountain, Mt. Fuji, where the sea of clouds at sunrise never ceased to awe him.

Julie Frederick (she/her) - Julie comes to us with a Bachelor's in English from UC Berkeley, a Master's in Literature from New York University, and progress towards a Master's in Education. In addition to an academic pedigree, Julie brings 25 years of combined publishing, journalism, and teaching experience. Most recently, she taught Standard English at Mountain View and covered maternity leaves for both Cascades Academy and Summit High. Before relocating to Bend, Oregon, in 2021, she lived and worked overseas for two decades, teaching high school in Myanmar, Zambia, Austria, and Israel. Julie continues as an IB examiner for the Diploma Program, maintaining her commitment to academic rigor. She values nature, collaboration,

life-long learning, and open communication; she is dedicated to diversity, equity, inclusion, and belonging.

Course Descriptions

9th Grade Humanities
The goal of Humanities 9 is threefold: 1) to ensure that students develop the foundational reading, writing, and textual analysis skills necessary for nuanced interpretation of literary and non-literary texts required for high school academic success; 2) to develop the historical thinking skills essential for a well-rounded understanding of the past that considers multiple perspectives; and 3) to appreciate the interconnectedness of literature, historical contexts, and lived experience. The course tackles three different topics throughout two semesters:

- World Literature - Students will develop and master the mechanics of nonfiction and fiction, as well as read and analyze classic genres and literary works from around the world. Students will have ample opportunities to practice various forms of writing, with the aim to strengthen foundational literacy skills, such as critical thinking, cultural understanding, and personal reflection across literary traditions and historical contexts. Please reference the current year's interdisciplinary framework for a closer look.
- Modern World History - Students will investigate the causes and consequences of global interactions during the 15th to 19th centuries, examining how technological advancements, economic motivations, and cultural exchanges reshaped societies worldwide. Through a combination of traditional instruction and experiential learning activities, including role-playing, virtual field trips, and hands-on projects, students will develop historical thinking skills and apply geographical and historical reasoning. Reference the current year's syllabus for our thematic targets.
- Social Studies Connection - As part of our expedition periods, students will have space to explore and share humanities topics that bridge course content with their personal interests and passions. A primary focus here is helping students develop appropriate listening and public speaking skills.

10th Grade Humanities
Modern American History and Literature - (2 Terms). This course focuses on American literature and history from the 20th century onwards. Together, we will explore questions such as "What does it mean to be American?" and "What is America's story and how does it continue to evolve?" We will engage with primary sources as well as classic and contemporary literature, documentaries, digital news, long-form articles, and narrative nonfiction. We will also craft various types of writing in order to better understand the development of American thought through both the literary and historical lenses. The intention will ultimately be to develop a deeper understanding and appreciation of the diverse and complex forces that have shaped America into what it is today.

11th Grade Humanities

The goal of Humanities 11 is to ensure that Juniors enter their Senior year of high school with the confidence to understand, articulate, and express the complex relationship between literature, history, and society. The course tackles two topics throughout two semesters:

- Interdisciplinary European Literature & History - This interdisciplinary course explores the intersection of literature and history, focusing on how creative works reflect and shape perceptions of geographical, cultural, and social spaces. Students will examine classic literature, historical events, and artistic expressions from the early 20th century to the present. The course covers topics such as imperialism, nationalism, totalitarianism, migration, and shifting global power dynamics. Through close reading, critical analysis, and creative projects, students will investigate how authors and historical figures have used language, spatial representations, and narrative structures to construct meaning and influence cultural identities. The course aims to develop students' analytical skills and deepen their understanding of the complex relationship between literature, history, and society.
- Personal and Community Connections - As part of our longer expedition blocks, Juniors will have space to explore and share humanities topics that bridge course content with personal interests and passions. A primary focus will be on refining oral communication skills, as well as developing research and literacy skills relevant to future goals.

12th Grade Humanities

Throughout the year, the course tackles three different topics throughout two semesters. This year, we will focus on Interactions and Reactions by considering the following question: How do the interactions between people and their environment, ideas, and cultures impact human beings and the places we inhabit?

- Environmental Humanities - This term is an introduction to Environmental Humanities, a growing field of thought that has major implications in our most urgent modern dilemmas. While students study Environmental Science elsewhere, in this class we evaluate how humans have interacted with their environment throughout history, explore literature that focuses on the environment, and consider the ways in which politics, ethics, human needs, and human economies interact and/or interfere with the environment.
- Philosophy and the Classics - In this survey course, we will study a variety of philosophical schools and dilemmas, ranging from philosophy’s foundations in ancient Greece to more contemporary authors. We will focus on the eternal challenges of finding knowledge, meaning, purpose, and morality as human beings. We will work to develop an understanding of philosophical arguments through a close examination of

shorter philosophical texts, and we will explore both philosophical ideas and fundamental human dilemmas through our study of novels and classic texts.

- Latin American Studies - Building on the reading, writing, communicating, and researching skills students learn all year, this final unit culminates in a vibrant part of the world, as rich in culture, literature, and history as it is steeped with political disruption. Most Latin American countries are still struggling to find their footing, and we take an in-depth look at the complexities of the region, and then make it personal by asking, how does one find their own identity in such tumult? We'll research histories, read rich literature, discuss current events, write to understand, and get to know Latin American culture for ourselves.

Sciences

Departmental Philosophy

Cascades Academy science courses are anchored by experiential learning opportunities where students learn by doing and are challenged to think critically as they develop scientific arguments supported by quantitative and qualitative data. Our courses are designed to expand and deepen a student's scientific knowledge while engaging them in mastering the fundamental aspects of the scientific process. We strive to ignite a curiosity about science through a variety of class formats and instructional techniques, including laboratory investigations, research projects, demonstrations, field work, direct instruction, and group discussions.

We contextualize the cultural value of scientific knowledge so students can build connections that inspire lifelong learning by incorporating math, humanities, and real-world applications into the curriculum. Upon completion of the science sequence, students are able to use their knowledge confidently to explore their natural world and apply their understanding to explain natural phenomena. Furthermore, we aspire to arm students with the scientific literacy required to critically evaluate scientific arguments, the required depth of knowledge to make informed decisions, and the confidence to engage in discussions that impact themselves and their communities. In short, students will have the scientific foundations to make a positive impact in the world.

Faculty Profiles

Amy Sidran - Amy earned her Master's of Science in Agriculture from Washington State University, focusing on increasing the success of school gardens, her Masters of Arts in Teaching from Pacific University in Oregon, and her B.S. from the University of Massachusetts, Amherst in wildlife and fisheries biology. She also served as an Agriculture Extension Volunteer in the Peace Corps in rural Bolivia. She has spent her teaching career sharing her passion for plants with young people. For the past three years, she was the Farm Education Coordinator at the Hotchkiss School in Lakeville, CT where she focused on increasing curricular connections between the school's farm and classrooms, and created opportunities for the community to get their hands dirty and learn about growing food. Previously, for four years, she taught middle school science in the Dominican Republic at the Carol Morgan School, where she developed an experiential curriculum that focused on the joy of learning science and getting students to experience the diverse ecological systems of the Dominican Republic. Before moving to the DR, Amy taught Horticulture science for eight years in SW Washington, where she developed a program for high school students to learn about sustainable urban farming and organic greenhouse management.

Paul Snape - Paul teaches science and mathematics at Cascades Academy and also coaches the cross-country and robotics teams. In addition to over a decade of teaching and coaching in

independent schools, Paul worked as an academic researcher, food chemist, and pharmaceutical chemist. He has a B.A. in chemistry and a math minor from Pomona College. His favorite thing about teaching at Cascades Academy is that students are provided opportunities to learn and apply their knowledge through a wide variety of experiences. The learning that takes place during programs such as traveling school, expeditions, robotics, mock trial, the mastery project, and frequent science labs provide students with authentic and experiential learning opportunities. It is awesome to see students fully engaged and taking control of their own learning during these programs. In his free time, Paul enjoys playing ultimate frisbee, running, board games, and experimenting in the kitchen.

Course Descriptions

Physics
Physics is the first course of the science sequence in the Upper School. Throughout the year in Physics, students work to answer the essential question of *How can we find and use patterns in nature to predict the future?*. General topics in the course include the physics of motion; forces and interactions; momentum and collisions; work and energy; waves, light & sound; electricity and magnetism; and other topics based on individual student interest. This is an inquiry-based course that engages students in the scientific process from data collection to creating and applying conceptual and mathematical models to a wide range of scientific phenomena. Using these models, students are able to explain and make sense of the physics they encounter in their lives every day!

Biology
Biology is a one-year introductory high school course. This course is designed to create a sense of awe and wonder as students learn to use scientific design to discover natural phenomenons. This course engages students in critical thinking, where students will create claims, hypotheses, data, and conclusions to prove or disprove their individual or group findings. Students conduct labs, discussions, and write short papers to convey their scientific understanding. The course begins at a macro level investigation of Ecology and moves into investigating Cells, Genetics, Evolution, and Plants & Animals.

Chemistry
Chemistry is the study of the substances that make up matter and the changes that these substances undergo. In this course, students study the nature of matter on the atomic level; investigate the properties of matter; experiment with how various substances interact, combine, and change; and explore the role that chemicals and chemical processes play in our everyday lives. To provide students the opportunity to experience the concepts of chemistry in action, students spend a significant amount of time investigating real-world applications and discovering chemistry concepts in a laboratory and experiential context. Of equal importance, this time in the laboratory provides students the opportunity to apply the scientific process and develop the research and laboratory skills necessary for future scientific pursuits.

Environmental Science

Environmental Science is the study of the earth's systems, how humans change the environment, and how the environment affects humanity. The goal of this class is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. This course is designed to extend students' knowledge and appreciation of environmental science through first-hand experiences and discussions. Class formats will include lectures, discussions, labs, research projects, and field trips. The course covers ecosystem dynamics, global climate change, energy resources, water, and our (*Homo sapiens*) health and future as a species.

Mathematics

Departmental Philosophy

The mathematics department at Cascades Academy believes that an understanding of mathematics is essential in our increasingly complex world. Mathematics allows students to develop into fully literate and critical world citizens, while the beauty and power of mathematics makes it a worthwhile subject to study in its own right.

We aim to teach mathematics in a way that supports students in their goals, whether it be preparing for higher education in STEM disciplines or achieving fundamental mathematical literacy. The mathematics department brings experiential learning into the math classroom by providing opportunities and experiences for students to wrestle with and discover mathematical ideas. While often thought of as a solitary pursuit, mathematics learning is accelerated through discussion and collaboration with peers.

Faculty Profiles

Kevin Frederick - Kevin has been teaching mathematics and computer science at independent international schools since 2004. He has led the mathematics department at five different schools on three continents, and co-authored two Pearson International Baccalaureate Mathematics Applications and Interpretations textbooks, published in 2019. In his free time, Kevin loves to get outdoors to mountain bike, climb, hike, and snowboard. He enjoys supporting the Cascades Academy vision of experiential learning in the mathematics classroom and beyond.

Jan Webb - Jan has been teaching and tutoring math to middle and high school students for over 40 years. Her goal is now, as it has always been, to have her students appreciate mathematics as a place to discover wonder and joy and not a fearful place of rigid rules and procedures. Jan does not adhere to strict teaching fads or classroom strategies with a short shelf-life. She knows that each student is different, each class is different, and each year her students will show her what they need and the best way for them to learn. Jan has a BS in mathematics and a minor in education. She holds a MALS in the humanities. She has taught in Oklahoma, New Jersey, Florida, and Oregon and has called Bend her home for the last 18 years. When she is not teaching or planning lessons or sitting outside with a book, she is camping, hiking, or admiring trees.

Course Descriptions

Algebra I

In Algebra I we study linear, quadratic, radical, absolute value, and exponential functions. An emphasis is placed on solving equations, graphing using transformations, and the applications of the above functions. Additionally, we will work with function notation, systems of linear equations, exponents, polynomials, factoring, inequalities, and probability and statistics.

During the course of a class a student might work independently or with a partner or in a small group, present or practice problems on the board, take notes or participate in a class discussion. No matter the topic or the mode of instruction an emphasis will be placed on thinking and problem solving. Learning how to think is really important and really hard. And it must be continuously practiced. This may make students uncomfortable, but, hopefully, no blood will be shed.

Algebra II

Algebra II is an advanced course of study of algebraic expressions and functions. We will investigate the linear system of equations in two and three variables, polynomials and their uses in modeling and predicting phenomenon, exponential and logarithmic functions and the Richter scale, rational functions, patterns including arithmetic and geometric sequences, and data analysis throughout each unit. Students will be required to complete weekly textbook problems, use graphing technology, make predictions using mathematical expressions, complete self assessments, work with their peers on in-class prompts and discussions, and more. Upon completing this class, students will be well prepared for success in their Precalculus class next year.

Geometry

Geometry is one of the oldest branches of mathematics. We study properties of space such as the distance, shape, size, and relative position of figures. Geometry is a foundational tool for reasoning about our physical world. At the same time, much of the power of geometry comes from its abstract, theoretical nature. For example, straight lines and perfect circles don't actually exist in our physical world, but they are useful ideas nonetheless! Topics covered include logical reasoning, properties of triangles and quadrilaterals, similarity, congruence, the Pythagorean Theorem, right-triangle trigonometry, volume, and surface area.

Pre-Calculus

Pre-Calculus begins with an intensive study of trigonometry, emphasizing graphing sine and cosine functions (and to a lesser extent the remaining trig functions), solving trig equations and applications. Polynomial, exponential, and logarithmic functions are covered in detail, again highlighting graphing and application. Other functions to be studied include: absolute value, radical, piece-wise, linear, quadratic, reciprocal and inverse functions. PreCalculus covers many of the same concepts introduced in Algebra I and II, but the level of sophistication of the material and the notation is much higher. Students enrolled in this course must be prepared to work diligently on familiar and unfamiliar problems.

Calculus I

Many branches of mathematics are challenging to summarize, but calculus is easy to summarize: Calculus is the mathematics of continuous change. While the study of calculus has many elements, it can be roughly divided into two areas: differential calculus and integral calculus. In differential calculus, students use mathematical processes to determine, evaluate,

and compare rates of change. Integral calculus is concerned with calculations involving the accumulation of quantities.

Calculus II
In Calculus II, we build upon the fundamental techniques in Calculus I and learn to reason with differential equations, more complex integrals, and infinite series. We will also see that by keeping a firm grasp on the theoretical basis of calculus, we can extend our techniques to parametric equations, polar coordinates, and arc lengths. Additional topics include logistic equations, hyperbolic functions, and an introduction to multivariate calculus.

Senior Applied Mathematics
Senior Applied Mathematics is a course for seniors who do not fit into the traditional math curriculum. Topics vary depending on the interest of the instructor and the students and may include but are not limited to: spherical geometry, graph theory, probability and statistics (descriptive and inferential), financial mathematics, basic economics, vectors, polyhedra, and the history of mathematics. The emphasis of the course is to explore the depth and beauty of mathematics as well as the dangers of credit card debt.

Statistics
Statistics, one of the newest branches of mathematics, offers students a powerful toolkit for understanding and interpreting data in our increasingly information-driven world. This course introduces students to the fundamental concepts of statistical analysis, including data collection, probability, hypothesis testing, and regression analysis. Students will learn to design studies, analyze real-world data sets, and draw meaningful conclusions from their findings. A unique aspect of this course is the emphasis on student-driven investigations, allowing learners to apply statistical concepts to topics that align with their personal interests and passions.

World Languages

Opening Statement: Language of Choice

Cascades Academy currently only offers Spanish classes. That said, current and past students have studied a wide range of world languages: Arabic, French, Mandarin, American Sign Language, German, and more. These have been done through partnership with COCC, Bend Language Institute and on-line providers. Students enroll in a program, are given an additional free period during their academic day to complete this course work, and then share their certificate once completed so that the coursework can be reflected on their Cascades Academy transcript.

Departmental Philosophy

We believe that knowing Spanish is valuable in today's world, and that understanding the Spanish language as well as the culture and history of Spanish speakers enables students, regardless of background, to better understand the world in which they live and the people with whom they share their communities. Therefore, we offer courses that focus on the contextualization of the language within cultural and historical frameworks. We believe that language is acquired through experience. This is enhanced by exposure to and immersion in the language through listening and reading comprehensible texts of various kinds.

Our Spanish classes use the study of the Spanish language as a vehicle to explore topics rooted in and associated with Spanish-speaking countries that have relevance and application to the lives of our students. We encourage students to draw upon their prior knowledge to make cross-curricular connections and draw comparisons between their own experiences and culture and those of the cultures being studied. Furthermore, students are provided with opportunities through their study of Spanish to enhance and advance universal skills, resulting in well-rounded, capable, and world-ready graduates. Integral to our departmental philosophy is the implications of the voices of diverse people from a variety of backgrounds, representing the full richness of geography, culture, language, experience, and giving students the opportunity to expand and challenge their own perspectives about the world in which they live.

Faculty Profiles

Heather Barto (she/her) - Heather brings nearly 14 years of experience working in immersive language classrooms across the Pacific Northwest and for the past six years on the island of Maui, Hawaii. She received her Bachelor's in Spanish and Portuguese Studies from the University of Washington, then pursued her Master's in Teaching World Languages, also from UW after spending a year abroad working and traveling through Latin America. Throughout her career, Heather has had the opportunity to provide rich cultural experiences and immersive opportunities for her students by planning and carrying out a wide range of educational trips to Spanish speaking countries. She places high emphasis on teaching language through comprehensible input, a holistic, pedagogical approach that mimics how young children

acquire language from their caregivers. Heather also finds great joy in laughing, playing and exploring the world in and outside of the classroom with her students.

Adriana Mariño - Adriana arrived at Bend & Cascades Academy in 2024 from outside Bogotá, Colombia. Her love of teaching is deeply rooted in her own pursuit of lifelong learning. After graduating Magna Cum Laude from Amherst College (MA) with a degree in psychology, she started working as a documentary filmmaker and journalist in Latin America. She then pursued further studies in documentary field studies, film, and scriptwriting in the USA, France, and Cuba, respectively. Adriana worked as a documentary producer and director for over 15 years, primarily with National Geographic and Discovery Channels, first based in NYC, then Bogotá, Colombia, and lastly in Lisbon, Portugal. Her work has taken her to various corners of the world and has put her in touch with many different individuals and cultures. Parallel to filmmaking, she learned Italian, French and Portuguese throughout her adult years. These languages, in addition to her native Spanish and English, were not only a great tool for her travels and work, but also a source of pleasure and learning.

Adriana taught as a language teacher in a progressive and experiential school outside Bogotá for two years. Her interest and experience in creative fiction and nonfiction writing plays a central role in her classroom. She brings to the classroom her innate interest in language and culture, and hopes to inspire her students to fall in love with language-learning, to travel abroad, and to continue to acquire other foreign tongues.

Course Descriptions

Spanish I
The primary objective of Spanish I is to begin to develop the four language skills, which include listening, speaking, reading, and writing in Spanish. In addition to building vocabulary, students learn grammatical structures to help describe events that occur in the present tense. By the end of Spanish I students can expect to be able to communicate with native speakers of Spanish even though they make mistakes. Among the areas about which students should be able to communicate by the end of Spanish I are classroom and school life, the weather, family, food, and more. Culturally, students become aware of similarities and differences between their own cultures and some Hspanic cultures and they gain insight into the lives of immigrants in the United States.

Spanish II
At Cascades Academy, a core goal of the Upper School is to produce students that will go on to be active, informed community members who utilize critical-thinking skills and independent thought to engage with the world around them. At the Spanish II level, students develop these skills through their study of an important contemporary topic, immigration. Students use their developing skills as Spanish-speakers to analyze music from various parts of the

Spanish-speaking world in order to assess and understand the various perspectives on immigration, both legal and not legal, that are present in popular culture of the Spanish-speaking world. They engage with comprehensible written material, such as infographics and short, simple articles to demystify immigration and inform themselves about immigration policy, how it has changed over the course of our nation's history, and how it has impacted the demographics of the US over the course of the last century or so. Furthermore, they explore various migration routes and methods as well as the challenges therein. Students review various migrant stories and analyze the way that immigration policy affects each individual. Students are encouraged to reflect on the issues surrounding immigration and use what they learn to form or inform their opinions on current and future immigration policies.

Spanish III

At Cascades Academy, a core goal of the Upper School is to produce students that will go on to be active, informed community members who utilize critical-thinking skills and independent thought to engage with the world around them. At the Spanish III level, students use the foundation that they have built in previous levels to study topics with interdisciplinary implications and relevance to the modern world and students' lives. A central theme in Spanish III is exploring the way colonization has shaped Latin America, and the ways that those impacts continue to ripple out into the modern world. Students study the economic and ethnic inequality that led to widespread uprisings throughout Latin America, spurring the rise of communist and socialist ideology through the region during the 20th century, and the subsequent embroilment of world powers engaged in ideological struggles in conflicts throughout the region. Students make connections to history and discover the ways that historical regional conflicts impact their lives in the present day. Through the use of film, novels, articles, and music, students expand their capacity for communication and comprehension in Spanish by studying real-world topics using Spanish as a vehicle.

Spanish IV

At Cascades Academy, a core goal of the Upper School is to produce students that will go on to be active, informed community members who utilize critical-thinking skills and independent thought to engage with the world around them. At the Spanish IV level, students use the foundation that they have built in previous levels to study topics with interdisciplinary implications and relevance to the modern world and students' lives. A central theme in Spanish IV is exploring the way colonization has shaped Latin America, and the ways that those impacts continue to ripple out into the modern world. Students continue their study of the economic and ethnic inequality that led to widespread uprisings throughout Latin America, spurring the rise of communist and socialist ideology through the region during the 20th century, and the subsequent embroilment of world powers engaged in ideological struggles in conflicts throughout the region. Students also begin the study of the ways economic imperialism impacts modern-day Latin America and its consequences for the natural world. Students make connections to history and discover the ways that historical regional conflicts impact their lives in the present day. At the Spanish IV level students focus more exclusively on the study of authentic resources (things written, spoken, or produced with the intended

audience of native speakers) in order to help students be able to communicate with and comprehend authentic speech.

Spanish V/VI

In Spanish V/VI, students review language and grammar topics from earlier years, concentrating especially on the Spanish subjunctive. In addition to honing the skills students use to express themselves in Spanish, students in Spanish V/VI gain knowledge, understanding and an appreciation of a variety of literature, authors, art, artists, cultures, and history of the Spanish-speaking world, and they reflect on the relationship of these concepts to their own world. In other words, this course pertains directly to the Spanish language and communication, knowledge of human cultures, and personal and social responsibility including intercultural knowledge and lifelong learning.