

UPPER SCHOOL

COURSE CATALOG

2025-2026



CANNON
SCHOOL



This catalog is more than a list of courses—it’s your guide to exploring and growing as part of the Cannon School community. Here, each class, every experience, and each relationship is designed to support you in discovering your strengths, building knowledge, and shaping a sense of purpose.

Our mission is rooted in nurturing relationships at the heart of learning. Inspired by this mission, we’re committed to helping you grow in curiosity, courage, and adaptive expertise. From foundational courses to advanced electives, our offerings are crafted to encourage both academic challenge and personal growth, preparing you to navigate the world with resilience and confidence.

As you explore this catalog, we encourage you to consider not only your interests and goals for this year but also your full journey at Cannon School. By planning a course of study that spans your entire time at Cannon School, you’ll ensure you’re meeting graduation requirements while fully embracing your personal academic passions. Cannon School faculty, advisors, and college counselors are here to support and guide you every step of the way.



The Academic Team
UPPER SCHOOL

Table of Contents

Here's your guide to Cannon's academic offerings. Each section is linked for easy access to help you find what you need. Take a look, explore, and feel free to reach out if you have any questions along the way. We're here to help you make the most of your experience.

CANNON SCHOOL MISSION, VISION, AND VALUES	2
ACADEMIC GUIDELINES AND POLICIES	4
GRADES AND GRADE REPORTS	6
COURSE REGISTRATION AND GUIDELINES	7
ADVICE FROM COLLEGE COUNSELING	13
COURSE OFFERINGS	14
ENGLISH	14
ENGLISH ELECTIVES	16
ARTS	17
MATHEMATICS	22
SCIENCE	25
SCIENCE ELECTIVES	27
SOCIAL STUDIES	28
SOCIAL STUDIES ELECTIVES	30
WORLD LANGUAGES	32
GENERAL ELECTIVES	37
PHYSICAL EDUCATION	40

Cannon School Mission, Vision, and Values

MISSION STATEMENT

Cannon School nurtures relationships at the heart of learning and engages the learner in a journey of growth.

Our mission underscores the importance of relationships in fostering a supportive learning environment. We are committed to engaging each learner, guiding them through a journey that encourages both personal and academic growth.

CORE VALUES

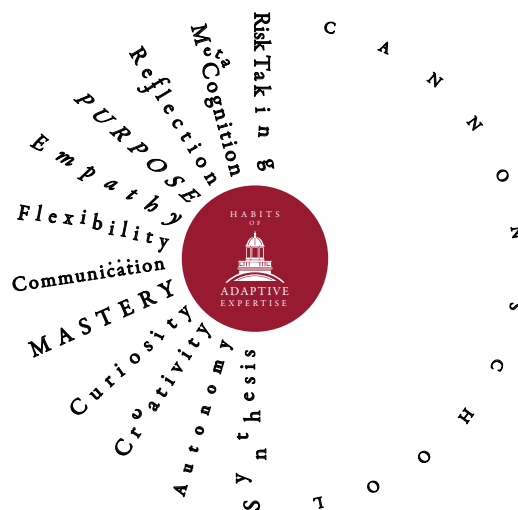
At Cannon School, we uphold the following core values that guide our actions, decisions, and interactions:

- **Courage:** Willingness to take risks, be innovative, and embrace change.
- **Teamwork:** Cooperating, communicating, and collaborating to achieve a common goal.
- **Respect:** Appreciating others, their diversities, and their property
- **Integrity:** Knowing and doing what's right.
- **Passion:** Enthusiasm for excellence.
- **Kindness:** Taking the time to care for others.

ADAPTIVE EXPERTISE

At Cannon School, adaptive expertise is our guiding philosophy—a way of teaching and learning that equips students to confidently tackle both the challenges they anticipate and the ones they can't yet imagine. By nurturing skills like metacognition, synthesis, and empathy, we prepare our students not just for what's next, but for whatever comes after that.

- **Risk Taking:** The habit of stretching beyond current behaviors.
- **Metacognition:** The habit of trying to understand your concept of self as a thinker and learner.
- **Reflection:** The habit of growing as a learner by reflecting on our learning experiences.
- **Purpose:** The habit of recognizing the meaning embedded in experiences.
- **Empathy:** The habit of understanding, relating, and respecting the perspective and experience of others.
- **Flexibility:** The habit of adapting to situations and bouncing back from failures in order to experience growth.
- **Communication:** Making connections with others in an exchange of ideas where both understanding occurs and relationships develop.
- **Mastery:** The habit of pursuing and engaging a subject deeply in order to understand its beauty and complexity.
- **Curiosity:** The habit of thinking critically and asking thoughtful questions that display a desire to know more.
- **Creativity:** The habit of generating approaches to problem solving based on understanding of self and others.
- **Autonomy:** The habit created when one embraces choice in when and how to do a task.
- **Synthesis:** The habit of seeing the big picture by combining pieces into a harmonious whole.





CANNON SCHOOL COMMITMENT TO DIVERSITY, BELONGINGNESS, AND ENGAGEMENT-UNITY PLEDGE

Cannon School Commitment to Diversity, Belongingness, and Engagement-Unity Pledge

As a member of a community that upholds the values of Courage, Respect, Integrity, Teamwork, Passion, and Kindness and keeps nurturing relationships at the heart of learning at its core, I commit to the following actions:

- I. I will treat community members with respect and kindness through my words and actions.
- II. I will listen and learn from those I disagree with in our community.
- III. I will engage with others to understand their point of view and life experiences.
- IV. I will find ways to work together with those I disagree with to find common ground.
- V. I will celebrate others through words and actions.
- VI. I will avoid harmful and hurtful behavior and not ignore those behaviors when I witness them.

HONOR CODE

Each student is honor-bound to refrain from cheating, lying/misrepresenting the truth, and stealing.

By enrolling in the school, each Cannon Upper School community member agrees to this pledge:

1. I understand the seriousness of an infraction of the Honor Code, which addresses cheating, lying, misrepresenting the truth, and stealing.
2. I agree to abide by the Cannon School honor system.

UPPER SCHOOL COURSE SELECTION VISION AND PHILOSOPHY

Our Upper School is dedicated to helping students build an academically appropriate and challenging schedule that aligns with their individual goals and abilities. We strive to offer rigorous challenges along with appropriate support at every level, ensuring that each student has the opportunity to grow and succeed.

At Cannon, we believe in the power of learning, courage, and kindness. Our mission is simple but profound. Every class, activity, and program you'll find here is grounded in our values of courage, teamwork, respect, integrity, passion, and kindness. And in the Upper School, our course selection philosophy is centered around building a schedule that is both challenging and supportive—crafted just for you.

Academic Guidelines and Policies

GRADUATION REQUIREMENTS

Each step toward graduation is supported by clear expectations. This page outlines course and credit requirements by department. We're here to support you as you work toward this important milestone. Twenty total credits minimum (one course = one credit). Most students accumulate more credits.

- English** four years
- Mathematics** three years
(including a course that covers trigonometry)
- Social Studies** three years
(including Honors U.S. History or Advanced Topics in U.S. History)
- World Languages** three years
(consecutively in same language is recommended)
- Science** three years
(including Biology, Chemistry; Principles of Chemistry and Physics is required of enrolled 9th graders)
- Arts** two years
- Physical Education** one year
(or equivalent athletic participation)

EARNING CREDITS IN UPPER SCHOOL

Credits a student earned while in middle school, even in Cannon Upper School courses, **do not** count among the credits required for graduation from the Upper School.

All students must be enrolled in a core (non-elective) English course at all times, and it is recommended that all students take a mathematics course for all four years. In addition, selective colleges prefer to see at least three years of the same world language; four years of a world language is encouraged. For those students interested in a science-related major in college, four years of science courses is recommended.

PHYSICAL EDUCATION REQUIREMENTS

Students are required to earn one full credit of physical education over their Upper School career from one of the following:

1. Interscholastic athletics at Cannon School may meet the physical education requirement when a student begins a sport at the starting date of practice and completes the season satisfactorily.
2. Alternative physical education credit permits a student to meet the requirement by participating in activities outside of school, such as aerobics or dance or a sport not offered at the school. A student meeting the P.E. requirement in this fashion must do so **by the end of the Junior year**. If the requirement has not been met by then, the student will be automatically enrolled in a physical education course offered by Cannon during the student's senior year.

Approval of participation for credit must be secured **in advance** from the Assistant Head of US for Academics by submitting a proposal that describes the activity, the number of times per week it meets, and how many weeks it lasts. A minimum of 120 hours must be logged **during one academic year**. Hours may not be completed during the summer months.

3. A physical education course offered by the Upper School, such as Wellness and Long-term Athletic Development, also earns the required one credit.

Although a student is encouraged to participate as much as possible in athletics and physical activity within and outside the auspices of the school, he or she may not receive more than one physical education credit in total in the Upper School.

TRANSFER CREDIT

Students transferring to Cannon Upper School will under certain circumstances receive credit for passing work done at previous institutions. Decisions regarding transfer credit are made by the Assistant Head of US for Academics and College Counselors. In general, the courses taken at another school must correspond to courses offered at Cannon. Students transferring to Cannon should pay careful attention to the school's graduation requirements. Official transcripts must be provided and all placement tests taken before a student is scheduled into classes. Cannon School prefers that home-schooled students have high school credits from an accredited organization.

EARLY GRADUATION POLICY

Acknowledging that a Cannon education goes beyond the required credits to the experiences in advisory, signature learning experiences, and varied social, artistic, and athletic moments that make up a student's unique journey of growth, consideration for early graduation is a request families and school administrators must handle with careful and considerate care.

A Cannon student who is in good academic and behavioral standing may petition in the spring or summer (June 30th deadline) before senior year to graduate one semester early under the following exceptional circumstances:

- The student must be enrolled at Cannon School for a minimum of two years immediately prior to early graduation date.
- The student must have a unique and compelling reason for applying to graduate a semester early by providing a documented request from the specific college/university demonstrating an invitation to pursue (early) spring enrollment.
- Before submitting a formal request, the student and family must first meet with the Upper School Head to discuss the reason(s) for the request before June 30th.
- A formal request must be made in writing to the Upper School Head before the first day of senior year classes so that appropriate course scheduling plans can be made.
- School Leadership team members, including the Upper School Head, JrK-12 Director of Teaching and Learning, Assistant Head of US for Academics, Assistant Head of US for Student Life, Athletic Director, and Director of College Counseling, (grade level Dean and student's assigned CC) will make the final approval decision.
- Students must complete all requirements for graduation before a diploma will be granted.
- Even if an early graduation waiver is granted, the student is expected to enroll in a full load of six classes during the Senior year.
- Tuition refunds are not granted for early graduation.
- Before final transcripts are sent to the college or university, the student must be in good standing with the Finance Office.
- Qualifying early graduation students will be able to attend our May Commencement ceremony and senior events such as prom and Senior Breakfast.

** written using The Bolles School as a model and in collaboration with Cannon administrator*

UNIVERSITY OF NORTH CAROLINA SYSTEM REQUIREMENTS

For University of North Carolina system schools: Students and parents should note that students will need Algebra I, Geometry, Algebra II, and one unit beyond Algebra II (for which Algebra II is a prerequisite) for admission. All students must also have one life science and one physical science to be considered for admission.

NCAA CORE REQUIREMENTS

Students interested in intercollegiate athletics should check with College Counseling as they plan courses in the junior and senior years in order to comply with NCAA regulations. Core course requirements for NCAA eligibility are currently English (four years), mathematics (three years – Algebra I or higher), natural/physical science (two years with one year of lab, if offered), additional English, math or natural/physical science (one year), social science (two years), additional courses (any area previously mentioned or world language – four years). A total of 16 courses is required.

Grades and Grade Reports

GRADES

Grades communicate information about a student's performance in a particular subject at a particular moment.

Cannon Upper School students receive numerous grades in every subject. Teachers and department chairs collaborate to determine the type, frequency, timing, and value of assessments. Assessments and grading practices are equivalent across different sections of the same course. Students' current

grades and progress in a course will be shared through Edsby and Veracross.

Trimester and year-end letter grades are available online via the Veracross Portal. In the calculation of year-end grades, each trimester grade counts 30 percent and the final examination counts 10 percent. Only year-end grades appear on the transcript.

GRADING SCALE

Letter Grade	5-Point Scale	Percentage	GPA Points	AT/AP Points
A	5.0 - 4.3	100 - 93	4.00	5.00
A-	4.2 - 4.0	92 - 90	3.67	4.67
B+	3.9 - 3.7	89 - 87	3.33	4.33
B	3.6 - 3.3	86 - 83	3.00	4.00
B-	3.2 - 3.0	82 - 80	2.67	3.67
C+	2.9 - 2.7	79 - 77	2.33	3.33
C	2.6 - 2.3	76 - 73	2.00	3.00
C-	2.2 - 2.0	72 - 70	1.67	2.67
D+	1.9 - 1.7	69 - 67	1.33	2.33
D	1.6 - 1.3	66 - 63	1.00	2.00
D-	1.2 - 1.0	62 - 60	.67	1.67
F	Below 1.0	Below 60	0	.03

GRADE POINT AVERAGE AND CLASS RANK

Grade point averages are calculated at year's end for all students. For weighted grade point average calculations, one point is added to the student's grade in an AT/AP course. For example, if a student receives a B in an AT/AP course, for GPA calculation purposes it counts as a 4.0, not a 3.0. Grades below 60 percent in an AT/AP course do not receive an extra grade point.

Only final grades from courses taken at Cannon Upper School are used in the calculation of the grade point average.

Cannon School does not publish class rank.

DETERMINING THE YEAR-END GRADE

Period	Percentage
First Trimester	30%
Second Trimester	30%
Third Trimester	30%
Final Exam or Signature Learning Experience	10%
Final Grade	100%

Course Registration and Guidelines

COURSE LOAD

A typical course load at Cannon School consists of six courses per year. Each student must take the required courses to stay on track for graduation. If a student completes a course during summer school, credit is still limited to six courses. In such cases, the student may either take an additional year-long course on a Pass-Fail basis or enroll in a study hall. A student may petition the Upper School Head for an exemption to this policy or for an exemption from the total course load requirement. Possible reasons for an exemption include illness or an extremely time-consuming extracurricular activity in which the student is performing at a high level of recognition. The final decision will be made by the Upper School Head in consultation with the Assistant Head of US for Academics and the College Counselors.

ENROLLMENT GUIDELINES FOR AP/AT COURSES:

- It is recommended that Sophomores enroll in no more than one AP/AT course.
- It is recommended that Juniors enroll in no more than two AP/AT courses. Juniors may not take more than four AP/AT courses.
- It is recommended that Seniors enroll in no more than four AP/AT courses. If a senior wants to enroll in more than 4 AP/AT courses, they will need the approval of the Assistant Head of US for Academics.
- The final decision regarding course load will be made by the Upper School Head in consultation with the Assistant Head of US for Academics and the College Counselors.

COURSE RECOMMENDATION PROCESS

COURSE RECOMMENDATION PHILOSOPHY

A commitment to a student-centered approach is at the heart of our academic philosophy. This means that every decision regarding course placement is made to support each student's journey of growth, academic success, and overall well-being. We recognize that every student has unique strengths, challenges, and aspirations, and our course recommendation and petition process reflects our desire to guide students into classes where they will thrive.

Teacher recommendations begin the course selection process and determine which courses students are placed into each year. The course recommendation process is thorough and collaborative; it includes conversations between students' classroom teachers, advisor, college counselor, Assistant Head of US for Academics, and/or the Learning Specialist. Each department outlines and shares with students its criteria for recommendations.

Students who wish to enroll in a course for which they are not recommended by their classroom teacher must initiate the course petition process. The Assistant Head of Upper School for Academics makes the final determination for which course the student takes. Please see the full petition process below for more details.

RECOMMENDATION PROCESS

Recommendations are made to help students thrive. While current academic performance is an important consideration, our instructors and/or departments consider the whole student when making recommendations. We strongly encourage students to engage in this process with curiosity and courage and to follow the guidance of the recommending teacher. Provided students have met prerequisite requirements, students will receive automatic recommendation based on Trimester 1 grades for the following:

HONORS TO HONORS

- All placements to the next course are automatic except at the discretion of the Assistant Head of Upper School for Academics in consultation with the Head of Upper School.

HONORS TO ACCELERATED:

- **Automatic Recommendation:** A student must have an **A** in their Honors course for automatic recommendation into an Accelerated class.

HONORS TO AP OR AT:

- **Automatic Recommendation:** A student must have an **A** in their Honors course for automatic recommendation into an AP or AT class.

ACCELERATED TO ACCELERATED:

- **Automatic Recommendation:** A student must have a **B+** or higher in their Accelerated course for automatic recommendation into another Accelerated class within the same discipline.

ACCELERATED TO AP OR AT:

- **Automatic Recommendation:** A student must have an **A- or higher** in their Accelerated course for automatic recommendation into an AP or AT class.

AP/AT TO AP/AT:

- **Automatic Recommendation:** A student must have a **B or higher** in their AP/AT course for automatic recommendation into another AP/AT class within the same discipline.

COURSE PETITION POLICY AND PROCESS

We believe that our recommendation and petition process should be in the best interest of each student. When petitioning against a recommendation or moving between course levels, students can struggle academically. Historical data suggests that success rates are lower when students move levels without the proper foundation, so it is crucial to follow the guidance of teachers, college counselors, and advisors.

PETITION PROCESS

Students who are not recommended for a higher-level course but have met prerequisite requirements per the course offerings section of this catalog have the option to petition for reconsideration if they meet the requirements below. However, this process is designed to be thoughtful and structured to ensure the student's success at the next level. Students who wish to enroll in a course for which they are not recommended by their classroom teacher must initiate the course petition process. The Assistant Head of Upper School for Academics in consultation with the Head of Upper School make the final determination for which course the student takes. Please note that student eligibility to initiate the petition process will be based on Trimester 1 and Trimester 2 grades.

A. ELIGIBILITY TO PETITION:

Please note: Moving from honors level to an advanced one is a tremendous step up in requirements regarding maturity, complexity, organization, and executive functioning skills.

HONORS TO ACCELERATED, AP, OR AT:

- **Petition:** A student with an **A-** in their Honors course may submit a petition to move to Accelerated, AP, or AT. However, meeting the grade requirement does not guarantee approval.

ACCELERATED TO ACCELERATED, AP, OR AT:

- **Petition:** A student with a **B** in their Accelerated course may petition for placement in Accelerated, AP, or AT.

AP/AT TO AP/AT:

- **Petition:** A student with a B- may petition to stay at the AP/AT level, but they should consider that continuing in a course against recommendation may result in a lower grade than they are accustomed to earning.

B. PETITION SUBMISSION REQUIREMENTS:

- The student will complete a form by the due date in order for their petition to be considered. Students must have a conversation with their current teacher before submitting their petition.
- Petitions must include:
 - A reflection on their academic performance and readiness for the course that includes the following:
 - Evidence of their commitment to improving study habits and academic skills (attendance at office hours, tutoring, on-time assignment completion, etc.).
 - Demonstration of the ability to work independently and synthesize information.

C. FACULTY FEEDBACK:

- The recommending teacher will have the opportunity to provide additional context via a form explaining why the student was not recommended for the higher-level course.
- CC, advisors, learning support, and deans will have the opportunity to provide additional context via a form.

D. DECISION PROCESS:

- The final decision will be communicated to the student and the teacher.
- Students should be aware that if approved, moving to a higher-level course against recommendation is often challenging and may result in lower performance.

ACCELERATION/OUT-OF-SEQUENCE PROCEDURES

Requests for acceleration are rarely approved. The following people must agree in writing to any course selections that are accelerated or out of sequence: the department chair, the college counselor, the Assistant Head of Upper School for Academics. While requests and inquiries about acceleration/out-of-sequence procedures should begin with the student's current teacher and/or department chair, all students must complete a form and agree to all stipulations. In some cases, summer courses are required for approval.

Under no circumstances can a student accelerate without the explicit written permission of the Assistant Head of US for Academics.

No student may accelerate through Precalculus.

COURSE DESIGNATIONS

Honors: Honors courses move at a challenging pace.

Honors Accelerated: Honors Accelerated courses move faster and offer greater depth and breadth of coverage.

Advanced Placement (AP): AP courses are our most challenging courses designed by the College Board.

Advanced Topics (AT): AT courses are our most challenging courses designed by Cannon faculty to be both mission-aligned and of college-level complexity

In calculating the weighted GPA, Advanced Placement (AP) and Advanced Topics (AT) courses are awarded an additional 1.0 quality point.

ADVANCED TOPICS (AT) & ADVANCED PLACEMENT (AP) COURSES

The pace is fast and the standards high in all Cannon courses, but the standards for Advanced Topics (AT) and Advanced Placement (AP) courses are even higher and the assignments more demanding. Advanced Topics and Advanced Placement courses are designed for students who demonstrate strong academic ability and motivation, offering the opportunity to pursue college-level studies while still in high school. Due to the rigorous nature of these courses, students should expect significant homework, research or lab work, and additional testing sessions. AT and AP courses have weighted grades, which means that for grade point average calculations, one quality point is added to the student's grade in an AT or AP course. **Participation in AT or AP courses is contingent upon the recommendation of the teacher and department.** Pre- or co-requisites are necessary for most advanced courses. Please see pre- and co-requisite requirements listed by course in the course offerings section.

ENROLLMENT GUIDELINES FOR AP/AT COURSES:

- Sophomores require permission to enroll in more than one AP/AT course.
- Juniors may take up to two AP/AT courses without permission. No juniors take more than 4 AP/AT courses.
- Seniors may enroll in up to four AP/AT courses, with permission needed for additional courses.
- The final decision on course load will be made by the Upper School Head in consultation with the Assistant Head of US for Academics and the College Counselors.
- **AP Exam Costs:** Families are responsible for the cost of AP exams, which is approximately \$99 per exam. Colleges and universities may offer college credits based on AP exam scores.
- **Signature Learning Experience (SLE):** All AP/AT courses culminate in a Signature Learning Experience or final cumulative teacher created exam, which constitutes 10% of the student's final grade and is calculated into the final transcript score.

INDEPENDENT STUDY PROGRAM (ISP)

The Independent Study Program (ISP) is an exciting opportunity for Cannon seniors to dive into a subject not currently offered for credit at Cannon School. Designed to ignite curiosity, passion, and creativity, the ISP allows students to collaborate with a Cannon faculty member to design a unique course of study tailored to their interests.

Each ISP must be developed prior to the end of the current school year and meet specific requirements, including:

- A clearly defined course of study with learning goals and outcomes.
- Benchmarks and assessments that measure progress and ensure accountability.

To receive final approval, all ISP proposals must be submitted to the Assistant Head of the Upper School for Academics. Courses may be graded or taken on a pass-fail basis, depending on the program structure.

Types of Independent Studies:

1. **Student-Designed Courses:** Created in partnership with a faculty member, these graded courses require students to meet established learning outcomes and demonstrate mastery through assessments.
2. **Pass-Fail Courses:** This option still includes clear outcomes and benchmarks. This format is often used for students taking a class after completing a summer session, as only six courses can be transcribed per calendar year into the GPA.
3. **Online Courses:** Students may also opt to take an online course through a Cannon-approved provider. Details on online course options are provided below.

The ISP is a chance for students to take ownership of their learning and explore new academic horizons under the guidance of a supportive Cannon faculty mentor. For those ready to innovate and pursue their passions, the ISP opens doors to a one-of-a-kind educational experience.

ONLINE COURSES

Online courses are increasingly available for high school students from many providers. Such courses can provide an opportunity for students to experience courses that are not currently offered at Cannon. However, any enrollment in online courses must be discussed thoroughly with a student's college counselor as well as with the Assistant Head of US for Academics. Unless the online course is created, taught, and assessed by a Cannon School teacher, Cannon School credit is not given in many cases.

- Most online courses operate under the Independent Study Program.
- Students must choose an online course from a Cannon-approved vendor.
- Students enrolled in an online course will be required to report to a designated location during the assigned block.
- The student will be required to show their proctor the progress they make each class period.
- Students cannot take an online course for a course offered at Cannon and receive credit for that course.

WINTERM COURSE CREDIT ON TRANSCRIPT

Winterm courses award $\frac{1}{4}$ credit on a student's transcript for each year for a total of .75 credit for three years of Winterm in the Upper School.

Winterm course credit will appear as "Pass" on a transcript for students who meet the criteria below to receive credit.

In order to receive credit a student **must** meet the following criteria:

- Take two $\frac{1}{2}$ day courses, OR one full day course, OR a Winterm school-sponsored trip
- Students must complete all course work to receive credit

SUMMER TERM

Cannon School offers a variety of courses over the summer that students can take for credit. These courses will take place Monday through Friday, starting the second week in June and running for five weeks, excluding June 19 and July 4. Courses will run from 9:00 AM-12:00 PM each day. *In addition to passing given assessments, students must be in attendance for 85% of the class sessions to receive credit. Students will be responsible for any content they miss while absent.*

The cost of each course is \$850, plus lab fees.

Students who take non-acceleration courses will receive a letter grade for that course and be allowed to take a reduced course load or enroll in a sixth elective course for the following school year. *The sixth elective course that the student enrolls in will be credited Pass/Fail on their transcript. Students may not take graduation requirements Pass/Fail.* Students who successfully complete courses for acceleration will receive Pass/Fail credit and be able to move to the next level in their course progression.

Students will enroll in Summer courses during the course registration process.

COURSE CHANGES AND WITHDRAWALS

The first three weeks of the academic year constitute the Add/Drop period. Students may make changes to their schedule to enroll in courses that they have previously been recommended to take.

After the Add/Drop period ends, students have until the end of the sixth week of the first trimester to switch into an Honors level course in same content area (i.e. Honors Biology from AP Biology or Honors English III from Advanced Topics American Language and Composition) without having that change indicated as a "W" (withdrawn from course) on their transcript. These students bring the grades they have earned thus far in the year with them to their new course. After the sixth week of school, students who choose to withdraw from a course will have that withdrawal indicated on their transcript.

COURSE FAILURES AND REMEDIATION

Insufficient student progress in Cannon's academic coursework may prevent students from re-enrolling. Students who fail a course required for graduation or a continuing course may be required to make up the material. A continuing course has sequential following courses. Acceptable options for remediation are available and must be approved by the Assistant Head of Upper School for Academics. Cannon families are responsible for the financial costs of remedial courses.

COURSE REGISTRATION PROCEDURES

Wednesday, February 5: Upper School students in rising grades 9-12 are able to view their 2025-2026 Recommendations in their Veracross student portal. Click on “register for courses” to view recommended courses

Thursday, February 6: Upper School Parent Education Night

Monday, March 10: Deadline for students to submit course registration form on their Veracross portal.

We have allocated time in February and March for students and families to make their selections and to set up any additional appointments with faculty, college counselors, or the Assistant Head of Upper School for Academics. We encourage your student to schedule these appointments as soon as possible to meet the Monday, March 10 deadline.

Advice from College Counseling

REGARDING COURSE SELECTION

The annual process of selecting a student's course load requires a variety of considerations regardless of a student's intended post-Cannon plans. While colleges place emphasis on academic success for admission, courses should align with a student's academic, career, and/or personal goals and pursuits. This can be tough to balance; however, college counseling welcomes having conversations with students about how to pursue interests and passions as well as academic excellence aligned with admissions requirements. As students progress through the Upper School, we ask that they and their families keep the following items in mind:

- The College Counseling Team recommends taking Advanced Placement (AP)/Advanced Topics (AT) level courses where appropriate and in areas in which a student is recommended and shows promise. Students should evaluate the demands of their time for each course they are considering, thinking about their sports/extracurricular schedule and how each will impact their ability to be successful in a course. Students must meet the standards of the teacher recommendation outlined in the policies of the course catalog/academic area. College Counseling does not have the authority to override these decisions.
- Recognize that enrolling in an AP/AT level course is not synonymous with earning the GPA increase that comes with said courses. Enrolling in these courses has the potential to increase or decrease the GPA, which is why thought and consideration must go into the decision to take these courses. We have seen the consequences of overloading a schedule, especially in junior and senior years. Setting the foundation for these courses through practicing good habits and mastering content is crucial for success in subsequent level courses. All Cannon School seniors graduate and have several college choices if that is the path they choose. Balance within a student's schedule is encouraged every year in the Upper School and College Counseling has seen the difference it can make in a student's ability to maintain strong academic standing.
- College Counseling hosts Family Meetings with Juniors and 1-on-1 meetings with Sophomores prior to Course Registration annually. Additional meetings about course selection are available upon request.

REGARDING COLLEGE ADMISSIONS

The college admissions landscape is ever-changing. The College Counseling Team at Cannon strives to remain current through regular interactions with institutions from around the country and world as well as a variety of Professional Development opportunities each and every year. We advise families based on the latest news and data gathered, and regardless of where a student or family aims to see their student at the conclusion of their time at Cannon, we believe that all students should remain focused on their personal journey through Cannon's Upper School. With this in mind, we encourage students to focus first and foremost on choosing courses of interest to them, where they can be successful and with the highest rigor for which they are recommended. Below are several key points the College Counseling Team wishes to remind families of as they navigate through the college admissions process.

- Colleges encourage students to take courses in the core academic areas (math, science, social science, world language, and English) through all four years of high school.
- Colleges consider a student's rigor of curriculum and appropriate challenge across disciplines and within Cannon's offerings.
- Colleges, especially selective colleges, prefer to see mostly As and some Bs in the most challenging courses that each student is capable of taking. Colleges always want to see a student's grades and rigor of curriculum trending upward every year. When applying to colleges, students will have an opportunity to expound on any significant drop in grades.
- Courses and grades matter starting in 9th grade, just as they matter when a student is a senior. In fact, a student's senior transcript/course selection should reflect a culmination of the student's overall learning experience.
- As a senior, if a student changes courses after a transcript has been submitted for an application, the student must inform colleges of that change. It is in the student's best interest to choose courses wisely and do so before the Upper School deadline to ensure that this is not an issue.
- For many colleges, self-reporting strong AP exam scores can strengthen a student's application. College Counseling recommends that students consider taking the AP exam in AP/AT courses in which they are enrolled.

Course Offerings – English

HONORS ENGLISH I

Prerequisite: None

Honors English I is a dynamic and engaging journey through the world of literature and language! This course is designed to cultivate the students' critical thinking, analytical skills, and creative expression while exploring a diverse range of literary works and communication techniques. In this academically rigorous class, we will delve into the art of reading with purpose, mastering the skill of annotation to uncover layers of meaning within texts. Students will develop a keen eye for literary devices, themes, and authorial intent as we navigate through a rich tapestry of genres including memoirs, plays, fiction, poetry, and short stories. Throughout the year, we'll explore works by diverse authors, from classical to contemporary, fostering an appreciation for literature's role in reflecting and shaping society. Students will read memoirs that offer intimate glimpses into others' lives, plays that bring dialogue and drama to life, fiction that transports readers to new worlds, poetry that distills emotion into verse, and short stories that pack entire universes into a few pages. By the end of this course, the students will have honed their critical reading skills, developed a more sophisticated writing style, and gained a deeper appreciation for the power of language and literature. Students will be well-prepared for future English courses and equipped with communication skills essential for success in any field.

HONORS ENGLISH II: READING & DISCOURSE

Prerequisite: Honors English I

English II: Reading & Discourse is a seminar style class in which students read and discuss influential literary and philosophical works from a variety of historical periods and cultures. Reading & Discourse is tailored for students who are ready to engage in deep reading and discussion in written and verbal forms. Frequent, out-of-class reading assignments lead to extended in-class discussions, assignments, written assessments, and research projects. Texts may range from ancient to modern, from philosophy to literature, from excerpts and chapters, from films to whole novels. The shared reading and writing experience of the Reading & Discourse class is designed to stimulate and develop critical thinking, speaking and writing skills, providing students the opportunity to explore ideas and respond with their own. The class continues to prepare students for college-level writing by emphasizing writing as a process. Reading & Discourse requires students to read at pace and be prepared for all classroom activities.

HONORS ENGLISH II: THE ART OF PROCESS

Prerequisite: Honors English I

English II: The Art of Process is a process-driven course in which students will read, write, and think in service of developing their writing and analytical skills. The Art of Process is tailored for students who are ready to engage in written and verbal forms of idea generation and critical thinking. Through in-class reading and out-of-class assignments, students will dive deep into various forms of idea generation and the craft of argumentation. As they interact with the course's core texts, they will showcase their knowledge and ideas through project-based learning, written expressions, and class conversations. As they explore their own writerly process and voice, students will strive to understand themselves and their own metacognition as students, writers, and human beings. The class continues to prepare students for college-level writing by emphasizing writing as a process. The Art of Process requires students to read at pace and be prepared for all classroom activities.

HONORS ENGLISH III

Prerequisite: Honors English II

English III is a study of rhetoric—the art of persuasive writing or speaking. Students commit to a deep dive into the principles and language of rhetorical analysis using Aristotle's theory of ethos (ethical appeal), pathos (emotional appeal), and logos (logical appeal) as our guide. Students will read longer works of non-fiction and essays, complete a close study of journalism, participate in structured debate, and analyze media such as podcasts and film adaptations. Students engage in class discussions on how a writer or speaker uses a variety of rhetorical devices and persuasive language to advance his or her argument before writing persuasive pieces of their own. Students draft persuasive materials, including personal narratives, to support their upcoming college application work. The course culminates with a Portfolio Defense, a signature learning experience in which students discuss their growth as a writer and defend their written work in front of a panel of English III teachers.

ADVANCED TOPICS: LANGUAGE AND COMPOSITION

Prerequisites: Honors English II

The goal of Advanced Topics: Language and Composition is to grow understanding of the writing process. It prepares students to read, write, and think at a college level. Students will compose across a variety of genres, including the thesis-driven analytical essay, the personal narrative, and an assortment of rhetorical and textual pieces. Textbook selections and choice nonfiction texts are the basis of writing, projects, and class discussions. Most writing projects include substantial, frequent revision, and one-on-one conferences with teachers. The course culminates with the Portfolio Defense, a signature learning experience in which students defend their written works before a panel of faculty and members of the Cannon community. Students enrolled in the course may—but are not required to—sit for the AP English Language and Composition exam at the end of the year.

HONORS ENGLISH IV

Prerequisites: Honors English III,

Advanced Topics: Language & Composition

The goal of English IV is two-fold. The course prepares our college-bound seniors for the kind of work they will encounter in the years to come, and it introduces reading and writing tasks relevant to their own lives. English IV offers a diverse selection of texts from various genres. Recent selections include: Altar's *Irresistible: The Rise of Addictive Technology and the Business of Keeping Us Hooked*; Haddon's *The Curious Incident of the Dog in the Nighttime*; Shakespeare's *Macbeth*; Marquez's *Chronicle of a Death Foretold*, and many other canonical and contemporary titles. Course readings are meant to capture students' attention and ignite their interests. Students also choose their own books for our Independent Reading program. English IV includes instruction in vocabulary, grammar, composition, public speaking, and researching.

ADVANCED TOPICS: ENGLISH LITERATURE AND COMPOSITION

Prerequisite: Honors English III,

Advanced Topics: Language & Composition

Advanced Topics Literature and Composition is a twelfth-grade class designed to expose students to complex, college-level literary conversations about "texts"; to supply tools for critical thinking, analysis, and discussion that allow readers to develop a fuller understanding of the elements of fiction and poetry; and to develop a student's abilities to write in a creative way about literary "texts" and what they reflect about themselves and the world. The course's writing trajectory reinforces the iterative process of writing and thinking developed in previous English courses. Students write analytically and reflectively in journals, essays, and in-class timed writings. Class discussion and student choice define much of the AT Lit experience. The course culminates with the Lit Defense signature learning experience in which students, having engaged with two major works of fiction of their choice, meet with a panel of faculty members to discuss their reading.

HONORS THE VOICE: POETRY AND FICTION WRITING

Open to juniors and seniors only.

Students must be juniors or seniors and must be enrolled in another English course (besides a film course) in addition to *The Voice*. The goal of this class is for students to develop and cultivate their individual literary voices through the writing of poetry and fiction. Although there is a moderate reading component to the course, a great deal of the material students read acts as prompts for what they write. In fact, many of the students' writing tasks early in the course are imitative in nature. By reading and examining the work of various authors, students are given license to experiment in their writing with many different types of voice. The most important component of the class is the writing itself, and each student is responsible for producing a large portfolio of work. Early in the semester the course operates in a seminar format and later changes into a creative writing workshop. The class workshops the students' writing so that each student may gain from the feedback of his or her peers. The rest of the course is a combination of seminar and lecture formats.

Course Offerings – English Electives

Note: English elective courses do not fulfill English credits required for graduation.

HONORS THE VOICE: POETRY AND FICTION WRITING

Open to juniors and seniors only.

Students must be juniors or seniors and must be enrolled in another English course (besides a film course) in addition to The Voice. The goal of this class is for students to develop and cultivate their individual literary voices through the writing of poetry and fiction. Although there is a moderate reading component to the course, a great deal of the material students read acts as prompts for what they write. In fact, many of the students' writing tasks early in the course are imitative in nature. By reading and examining the work of various authors, students are given license to experiment in their writing with many different types of voice. The most important component of the class is the writing itself, and each student is responsible for producing a large portfolio of work. Early in the semester the course operates in a seminar format and later changes into a creative writing workshop. The class workshops the students' writing so that each student may gain from the feedback of his or her peers. The rest of the course is a combination of seminar and lecture formats.

HONORS FILM STUDIES

Open to juniors and seniors only.

Movies and the American Experience (First Trimester)

In this course, we will explore how movies help shape our national identity and help define what it means to be an "American." Our films will range from early cinema of 1895-1905, Buster Keaton's comedies, the films of Pre-Code Hollywood, the Marx Brothers, Classical Hollywood Cinema, post-World War II and McCarthy era films, film noir thrillers of the 1950s, the American musical, the American Western, 1950s teen films, protest films of the 1960s and 1970s, and current cinema.

International Cinema (Second Trimester)

The course in international cinema will focus not only on the variety of film styles but also the technological, economic, and political impact of the films. The lectures, screenings, and readings and discussions will explore international cinema as a political instrument and examine the impact of the global circulation of film in relation to the dominance of the American film industry.

Documentary Film (Third Trimester)

This course will introduce students to the history and to the theory of documentary film. Students will research the evolution of the documentary film genre and analyze the decision-making process of the director when making the documentary film. The documentaries viewed in class will focus on biographical, cultural, historical, political, and social subjects.

Course Offerings – Arts

HONORS VISUAL FOUNDATIONS

Prerequisite: None

This one-year introductory course provides students with the skills, understanding, and knowledge required to be adaptive experts in the art room. Through exploration and reflective practice, students will learn the skills and behaviors with a variety of media that will allow them to become creative and purposeful communicators. This course is the prerequisite for all Studio Art and Media Arts courses.

HONORS STUDIO-2D

Prerequisite: Visual Foundations

A deeper exploration of artistic behaviors and practices, this course is a further examination of how art across various two-dimensional media can be used to communicate ideas. Students will develop their artistic voice by pursuing themes that they develop independently. Through a choice-based classroom model—students will have the flexibility to choose to work across a variety of media: drawing, painting, printmaking, digital production, and other two-dimensional media. Student work will encourage personal expression while fostering an appreciation for diverse artistic traditions and styles in order to improve their critical thinking skills and artistic vision.

HONORS STUDIO-3D

Prerequisite: Visual Foundations

A deeper exploration of artistic behaviors and practices, this course is a further examination of how art across various three-dimensional media can be used to communicate ideas. This course exposes students to the exciting world of three-dimensional art while developing their artistic voice by pursuing themes independently through a choice-based classroom model. Emphasizes hands-on exploration of materials such as clay, wire, wood, plaster, found objects, and more. Students will build upon foundational skills in carving, modeling, assembling, and construction while exploring the principles of form, space, balance, and texture. Student work will challenge creative and critical thinking, transforming ideas into tangible works of art with an emphasis on problem solving, craftsmanship, experimentation as students create sculptures, installations, and functional designs.

HONORS MEDIA ARTS II

Prerequisite: Media Arts I

In Media Arts II, students will research and develop independent projects that guide them towards finding their voice as an artist and designer. They will further develop their technical skills using the Adobe Creative Suite (Photoshop, Illustrator, After Effects, Character Animator). Building on their work from Media Arts I, students will create a portfolio of pieces that focus on skills within a particular area of digital communication—be it for personal expression, or clients (both within and outside of the Cannon Community).

HONORS MEDIA ARTS SENIOR SEMINAR

Prerequisite: Media Arts II or permission of instructor

This course is a continuation of the Media Arts II class, the student is the artist and the lab is their studio. Students will research and develop independent projects that focus on a particular visual idea or methodology using the Adobe Creative Suite. Continuing their work from Media Arts II, students will create a series of digital works based around their own artistic voices, ideas, and/or clients' needs.

HONORS STUDIO ARTS II

Prerequisite: Studio Arts I

This course is an introduction to deep studio practice. Focusing on one or two particular forms of expression – be it drawing, painting, printmaking, culture, digital – students will have an introduction to creating a series of work based around their own artistic voice.

HONORS STUDIO ARTS III

Prerequisite: Studio Arts II

This course is a continuation of the Studio Arts II Honors class. Students will research and develop independent projects that focus on one or two forms of expression – be it drawing, painting, printmaking, sculpture, digital. Continuing their work from Studio Arts II, students will create a series of artworks based around their own artistic voices. As an honors level course, students will be expected to conduct more independent research and work on projects outside of class.

ADVANCED PLACEMENT STUDIO ART

Prerequisite: Studio Arts I or Media Arts I. Students may enroll for a second year to complete a different portfolio.

Studio Art Advanced Placement is designed for students who are seriously interested in the practical experience of art. The AP examination for the course is not written; instead, students submit portfolios for evaluation at the end of the school year.

The instructional goals of the class are to encourage creative as well as systematic investigation of formal and conceptual issues; to emphasize making art as an ongoing process that involves the student in informed and critical decision-making; to develop technical skills and familiarize students with the functions of the visual elements; and to encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art. This course is designed as an intensive program requiring students to meet for a great number of contact hours. Students need to work beyond the class period, and trips to museums and galleries are required extensions of the course. (The college formula for a studio art course is two hours of outside work for every hour of class time.) Students may create a 2-D Design Portfolio (prerequisite is Studio Arts I or Media Arts I), 3-D Design or Drawing Portfolios (prerequisite Studio Arts II or completion of 2-D AP portfolio).

HONORS THEATER I

Prerequisite: None

This class explores the fundamental skills of realistic acting and the basic principles of directing and designing for the stage. Students will have opportunities to practice in all of these areas, but will ultimately be able to choose a particular focus if desired. In this active, project-based environment, students will learn how to access and develop their individual imaginations and instincts in order to interpret texts in innovative and resonant ways. They will learn how to collaborate with a team to envision and produce work that could never have been created alone. As theater is a collaborative art form, the ability to contribute to a positive, supportive class culture is critical to success.

HONORS THEATER II

Prerequisite: Honors Theater I or Honors Acting I

Emphasis is placed on further developing skills in acting, directing, and design through more challenging projects. Students will also explore new techniques and learn to take greater ownership over their own artistic growth. As they gain a more sophisticated understanding of themselves and each other as collaborative artists, students will participate more directly in their choice of material and speak more meaningfully into each other's work. In this environment, the instructor becomes a coach and guide, helping students to identify creative roadblocks and to explore which tools might prove the most effective for staying in motion.

HONORS THEATER IN PERFORMANCE

Prerequisite: Acting II or equivalent Cannon Theater Company experience, or permission of instructor. This course may be repeated for credit.

This course is for experienced acting students who are ready to commit to outside performance opportunities, including Cannon Theater Company's Fall One-Acts and our spring event, Arts Jam. In addition to preparing for specific performance events, students identify and work on individual areas of growth, developing skills that enable them to play a wider range of characters. Some participation beyond school hours is expected. The ability to self-direct, reflect, and communicate like a professional is critical to success in this course as students engage in the highly interdependent world of creative collaboration.

HONORS CONCERT CHORUS

Prerequisite: None. This course may be repeated for credit.

Students sing a wide variety of literature that has been composed for mixed choirs. Students learn techniques related to healthful and appropriate vocal production, body position, breathing, vowel shape and modification, and singing within an ensemble. While daily activities focus on preparation for performances, the class also explores aspects of music theory, music history, listening to music, ear training, part recognition and part singing. Members are expected to perform in several concerts each year as they constitute a large portion of each singer's grade.

HONORS STRING ENSEMBLE I-II

Prerequisite: Prior strings experience or permission of the director.

These courses accommodate the experienced instrumentalist who wants to explore performing classical music in a smaller setting. The class includes various quartets/quintets of strings, woodwinds, brass, and percussion. Students practice and perform within these smaller groups, but also work collectively as a Chamber Orchestra to explore music for larger groups. Performance opportunities for the different chamber ensembles will be required throughout the school year.

String Ensemble I: Entry-level course for Upper School students with experience playing their instruments in middle school or in private lessons, focused on building entry level skills and mastering them.

String Ensemble II: Intermediate level course for Upper School students that have successfully mastered all the entry-level concepts in String Ensemble I or who have auditioned for the orchestra teacher, focused on building intermediate instrumental skills and mastering them.

HONORS STRING ENSEMBLE III-IV

Prerequisite: Prior strings experience or permission of the director.

Honors String Methods is a fast-paced honors music course for students with previous string orchestra experience. In this class, students will play traditional orchestral repertoire while being exposed to a wide variety of musical genres. The expectation will be for students to spend time outside of class preparing music and performing in small and large groups. While during class students will investigate music history, music theory, and advanced string instrument techniques.

Honors String Orchestra III: Advanced level course for Upper School students that have successfully mastered all the intermediate level concepts in String Ensemble II or who have auditioned for the orchestra teacher, focused on building advanced instrumental skills and mastering them. Students would be asked to participate in Varsity Orchestra as often as their schedule allows.

Honors String Orchestra IV: This is an advanced level course for Upper School students that have successfully mastered all the advanced level concepts in String Ensemble III or who have auditioned for the orchestra teacher, focused on building advanced instrumental skills and mastering them. Students would be asked to participate in Varsity Orchestra as often as their schedule allows.

HONORS UPPER SCHOOL BAND

Prerequisite: Prior band experience or permission of the director. This course may be repeated for credit.

This class builds on the foundation established in middle school band. Students will perform in ensemble settings ranging from Concert Band, to Big Band, to small classical Chamber Ensembles. Regular individual practice, as well as the ability to self-govern and extensively collaborate in rehearsals are essential ingredients for success in this course. Students who have not had at least two years of middle school band experience will need to audition for the directors prior to registration.

HONORS CANNON SCHOOL JAZZ COMBO

Prerequisite: Audition or permission of instructor. This course may be repeated for credit.

This ensemble will explore modern jazz in the small combo format. We will do numerous performances throughout the year. Daily classes will focus heavily on jazz theory and improvisation. Participation in this class is granted by audition only. Students wishing to participate in this class must have had at least one year of Jazz 1 prior to registration.

HONORS MODERN ENSEMBLE

Prerequisite: Prior band experience or permission of the director. This course may be repeated for credit.

This performing group is made up of any combination of rhythm section, winds, strings, vocalists, or Hip-Hop MC's. We will study and perform music from any sub-genre that falls under the American Pop umbrella of Rock, R&B, and Rap. The class will focus on ear training and transcribing techniques from existing recordings, as well as rehearsing repertoire for future performances. We will lean heavily into multi-track live and asynchronous recording via Soundtrap to produce a body of recorded product during the course of the year.

HONORS MUSIC TECHNOLOGY I

Prerequisite: None

In this course, students will learn the language and mechanics of music (melody, harmony, rhythm, form) through composition utilizing some of the latest in music technology. In collaborative work with their fellow classmates, the students will learn to compose original music as well as arrange existing tunes. They will learn about many of the instruments commonly used in contemporary recording as well as the basics of multi-track recording. Interwoven will be excursions in the fundamentals of music theory and the foundation we stand on through examination of contemporary music history. The course is designed for the music novice. Prior experience in music is a benefit, but is in no way a prerequisite.

HONORS MUSIC TECHNOLOGY II

Prerequisite: Music Technology I

Building upon the foundation set during their time in Music Technology I, Music Technology II students will deepen their compositional skills through study of some more industry standard software such as Ableton Live and the Ableton Push midi controller hardware. This software will offer the students a much more broad palette of both midi and audio voices, as well as a myriad of new ways to manipulate those sounds. With Ableton, you have a choice of either planning and pre-recording your work, or actually performing in real time (making decisions on the fly as you go, like a Jazz musician would). We will learn to do both. Your music will thereby have even greater levels of complexity. Upon completion of introductory benchmarks with this new software and hardware, the students' year will largely build upon the autonomy we honed in Music Tech 1 and focus on self-directed projects. At the end of the year, they will walk away with a well stocked audio portfolio of great new music.

HONORS MUSIC TECHNOLOGY III: MUSIC PRODUCTION

Prerequisite: Music Technology I and Music Technology II

Building on the foundational skills developed in Music Tech 1 and 2, this advanced course challenges students to apply their knowledge in self-driven projects that reflect their growth as composers and producers. Using industry-standard DAWs such as Ableton Live and Logic Pro, students will explore their creative potential, creating original works that demonstrate both technical expertise and artistic vision.

Ideal for motivated individuals with a proven track record in Music Tech, the musician in this course thrives in an environment of independence and autonomy. By the end of the year, students will have compiled an impressive portfolio of compositions and productions, ready to showcase their talents to the world. In Music Production, you chart your own creative course.

HONORS CREATIVE DESIGN AND ENGINEERING I

Prerequisite: None

The Creative Design and Engineering (CDE) I course is a project-based, hands-on exploration of the Iterative Design Engineering process with a focus on aesthetics and functionality. Students will master entry-level design and skills in project planning, including idea curation and development, drawing and plan development, and material and time budgeting; fabrication and project refinement; and self- and peer-reflection and assessment. Ultimately, students will present their journey of growth in a variety of formats, including live presentation and portfolio websites.

Students are introduced to a variety of fabrication tools in areas such as woodworking, sewing, and basic electronics, as well as areas of computer-aided design (CAD) such as 3D printing, coding, laser cutting, and CNC cutting.

This course serves as a prerequisite for students to move to advanced programming, design, and art-tech fusion courses.

HONORS CREATIVE DESIGN AND ENGINEERING II

Prerequisite: Creative Design and Engineering I

The Creative Design & Engineering (CDE) II Course provides students an opportunity to further develop and challenge their idea curation; project planning, design, and fabrication; self- and peer-assessment; and storytelling skills. Through individual and group projects, students will use Iterative Design Engineering to respond to increasingly challenging design prompts, while developing physical and digital artifacts that demonstrate their full creative potential. Students will also explore their interests and passions to create projects of their own choosing. Students will finish the course with an understanding of the design and fabrication process and how it can apply to real-world production scenarios in areas such as woodworking, sewing, and basic electronics, as well as areas of computer-aided design (CAD) such as 3D printing, coding, laser cutting, and CNC cutting. Students will document and share their journey of growth in a variety of formats, including live presentation and portfolio websites.

HONORS CREATIVE DESIGN AND ENGINEERING STUDIO

Prerequisite: Permission of instructor

Creative Design & Engineering Studio (CDE-S) course is a dynamic environment for students to continue to pursue individual maker projects, honing their design, execution, and storytelling skills. Emphasizing independence within a collaborative framework, students will explore projects of personal interest, while engaging in peer interactions for feedback and shared learning. The course offers an open block schedule, fostering flexibility and self-directed learning. Evaluation is centered around portfolio development and project check-ins, encouraging a standards-based approach and active student participation in the assessment process. Utilizing existing resources, CDE-S combines safety and expert guidance to empower students as bold, conscientious problem solvers, capable of making impactful contributions through innovative projects.

HONORS YEARBOOK

Prerequisite: Visual Foundations, or permission of instructor
Students may repeat this course for credit.

The course emphasizes both theoretical and practical matters, from aesthetic issues of graphic design to meeting publication deadlines and communicating with business partners. The class produces Cannon School's yearbook, The Flashback. To succeed in this course, students must be self-motivated, creative, outgoing, and resourceful adaptive experts. All students participate in a wide range of activities related to producing the yearbook: designing themes and layouts; writing copy; learning digital photography skills; selecting, and editing photographs; and proofreading. Students are also introduced to the business aspects of publications, including financing, advertising, and deadline-contingent publication costs. This course requires some afternoon/evening commitments to photograph school events such as sporting contests, performances, etc.

This is a hands-on, collaborative, team-oriented course with regular writing assignments and design projects which allow students to apply acquired knowledge.

Course Offerings – Mathematics

HONORS ALGEBRA I

Prerequisite: Pre-algebra, full-year course in middle school

Algebra I introduces students to basic functions, their graphs, and the rules of solving equations. Topics of the course include the real number system, functions, domain and range, linear equations and inequalities, linear functions, systems of equations, factoring, quadratic functions and equations, radicals, exponents, and basic sequences. Students explore algebraic concepts using technology and practical applications.

HONORS GEOMETRY

Prerequisite: Honors Algebra I, full-year course in middle or high school

The main goal of this course is to learn to apply the previously learned ideas of arithmetic, algebra, and reasoning to measure the world around us. Throughout the course, students learn various ways to measure and describe shapes to develop an understanding of traditional geometry concepts, including length, symmetry, angle measure, perimeter, area, surface area, and volume. Units focus on a variety of topics including transformations, similarity, congruence, basic trigonometry, circles, quadrilaterals, polygons, and three-dimensional solids. Students use their knowledge to solve a variety of problems. Students are continually asked to explain and justify their reasoning while constantly working to strengthen their prerequisite algebra skills.

HONORS ACCELERATED GEOMETRY

Prerequisite: Honors Algebra I and Teacher Recommendation

The goal of this accelerated course is to learn the principles of Euclidean geometry and apply algebra skills to solve geometric problems. Much of the focus is on traditional geometry concepts, including symmetry, measurement, transformations, similarity, congruence, trigonometry, polygons, circles, and three-dimensional solids. As time allows, students explore the principles of probability. While most of the topics are the same as Honors Geometry, the rigor and depth of the study is greater. Students are expected to sometimes work independently and other times collaboratively to solve novel problems to deepen their understanding. This course has a heavy emphasis on notation, justification, and proof. Students who are successful in this course enter with a firm command of their Algebra I skills, particularly solving equations, identifying and applying

patterns, working with linear functions, factoring, solving systems of equations, and operating comfortably with numbers in a variety of forms including integers, decimals, fractions, and radical expressions.

HONORS ALGEBRA II

Prerequisite: Honors Geometry or Honors Accelerated Geometry

Honors Algebra II uses functions to explore algebraic concepts to reinforce and extend the skills and concepts learned in Algebra I. The primary focus is on elementary functions and their properties. Students learn techniques for solving equations and simplifying expressions featuring these functions. Graphing is a major component of this course and students will utilize technology to enhance their understanding. Throughout the year students will explore linear, quadratic, polynomial, and exponential functions. Students will learn to transform these functions graphically and algebraically in an aim to understand the effects of those changes. While this course covers much of the same content as Accelerated Algebra II, the material is presented at a pace that is more appropriate for the student who does not intend to take AP Calculus in high school.

HONORS ACCELERATED ALGEBRA II

Prerequisite: Honors Geometry or Honors Accelerated Geometry

This course uses functions for an in-depth exploration of algebraic concepts while making connections to the real world. Throughout the year, students work to reinforce concepts and skills from Algebra I and Geometry. Students explore a variety of basic functions, equations, and their properties. They explore the effect of transforming those functions both algebraically and graphically. Students develop sophisticated problem-solving techniques with the aid of technology. Topics include linear, quadratic, polynomial, radical, exponential, and logarithmic functions, mathematical modeling, solving systems of equations, and a more in-depth exploration of trigonometry and trigonometric functions. All students are required to have a graphing calculator. This course covers more content than Honors Algebra II and moves at a quicker pace. In the accelerated course, there is a higher emphasis on problem-solving and justification of methods. One of the primary goals of the course is to prepare students for Accelerated Precalculus and subsequently AP Calculus and AP Statistics.

HONORS PRECALCULUS

Prerequisite: Honors Algebra II or Honors Accelerated Algebra II

This course provides further development of advanced algebraic concepts and trigonometry. Students work toward mastering the techniques and concepts introduced in previous algebra courses. There is a heavy emphasis on understanding mathematical functions and their properties. Students develop a more robust understanding of trigonometry and explore some principles of mathematical modeling, probability, and basic statistics. Topics include properties of functions, polynomials, rational functions and expressions, exponential and logarithmic relationships, and trigonometry. Much of the content is similar to that of Accelerated Precalculus, but the material is presented at a pace and depth that is more appropriate for students not planning to take AP Calculus in high school.

HONORS ACCELERATED PRECALCULUS

Prerequisite: Honors Accelerated Algebra II

The goal of this accelerated course is to prepare students for college-level mathematics. Throughout the course, students work to develop an in-depth understanding of polynomial, rational, exponential, logarithmic, and trigonometric functions and their properties. Successful students learn to consider problems from multiple viewpoints: algebraically, verbally, numerically, and graphically. Students learn more advanced techniques for solving equations and manipulating expressions. Students are introduced to basic calculus principles including limits, derivatives, and approximating area under a curve. As time allows, students may explore conic sections, sequences and series, parametric equations, and polar functions. There is a heavy emphasis on problem-solving, proper notation, proof, and justification. This course is a prerequisite for AP Calculus.

*Note: This course requires mastery of the material covered in *Honors Accelerated Algebra II*. Students who completed *Honors Algebra II* and are interested in accelerating must gain approval from the Assistant Head of Upper School for Academics to take this course. In order to be considered for Acceleration, one must complete a form. If approved, students must complete summer work to cover additional material and pass a mastery test. Upon successful completion of these requirements, students may be granted permission to enroll in *Honors Accelerated Pre-Calculus*.

HONORS CALCULUS

Prerequisite: Honors Precalculus or Honors Accelerated Precalculus

This course is designed to introduce students to the topics in a semester of college calculus but with a less intense pace and depth compared to the AP courses. The course begins with a brief review of essential algebra and Precalculus concepts. Students explore the concept of limits and learn techniques for evaluating them. The remainder of the year is used to develop a basic understanding of differential and integral calculus. Students learn some of the more rudimentary calculus techniques and apply them to a variety of problems. Students who take this course should have a reasonable command of algebra skills such as identifying patterns, manipulating expressions, solving equations, graphing and evaluating functions, factoring, operating with exponents, and working with trigonometric relationships.

HONORS STATISTICS

Prerequisite: Honors Algebra II or Honors Accelerated Algebra II. Open to juniors and seniors only.

This is a course designed to expose students to statistics. Students will learn to graph and describe one- and two-variable data sets, calculate standardized normal probabilities, perform linear regression, and design experiments. Students explore these applications of statistics in various fields such as business, science, and psychology. The course emphasizes the use of various technology tools. AP exams will not be given to students in this course.

ADVANCED PLACEMENT STATISTICS (JUNIORS AND SENIORS ONLY)

Prerequisite: Accelerated Algebra II or Honors Precalculus; rising seniors may take AP Statistics after Honors Algebra II with recommendation.

This challenging class introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to the broad conceptual themes of exploring data, observing patterns and departures from patterns; planning a study, deciding what and how to measure; anticipating patterns, producing models using probability and simulation; and statistical inference. The goal of the class is to prepare students for the Advanced Placement exam.

HONORS DISCRETE MATHEMATICS AND PERSONAL FINANCE (SENIORS ONLY)

Prerequisite: Honors Accelerated Algebra II or Honors Algebra II

This course explores mathematics as it relates to the social sciences. Students examine different voting methods and how they can sometimes lead to vastly different, even paradoxical results. They study fair division of indivisible objects, such as a house, and use matrices to forecast population growth. Using graph theory, students resolve scheduling conflicts and design efficient routes. This course also examines the mathematics behind money in everyday life. Students learn to evaluate credit card offers and scrutinize the complexities, formulas, and history behind various tax returns. They compare different investment options and how long-term growth is affected by yields, dollar-cost averaging, and tax implications. This course is ideal as a terminal high school math course alternative to statistics or calculus or as a senior elective for students enrolled concurrently in a calculus and/or a statistics course.

ADVANCED PLACEMENT CALCULUS AB

Prerequisite: Honors Accelerated Precalculus or Honors Calculus

This rigorous class covers the topics of a semester of college calculus. Students begin by analyzing graphs through an in-depth study of limits, asymptotes, and continuity. During the remainder of the first half of the year, students learn the concepts and techniques of differential calculus to analyze functions and solve real-world application problems including straight-line motion, related rates, and optimizations. In the second half of the year, we explore integral calculus, learning a variety of strategies and techniques. Students apply these to solving problems involving rates of change, area, volume, and straight-line motion. The goal of the class is to prepare students for the Advanced Placement exam in May.

ADVANCED PLACEMENT CALCULUS BC

Prerequisite: Advanced Placement Calculus AB

This intense class covers two semesters of a first-year college calculus. It is designed for the strongest math students who have a great interest in the subject, especially those who intend to pursue mathematics, physics, or engineering in college. The pace is rigorous, and students are expected to work rigorously. The course features a swift review of all topics from Calculus AB plus additional applications, more advanced integration techniques, parametric equations, infinite series, vectors, and polar functions. The goal of the class is to prepare students for the Advanced Placement exam in May.

Course Offerings – Science

HONORS PRINCIPLES OF CHEMISTRY AND PHYSICS

Prerequisite: None

Principles of Chemistry and Physics is a hands-on, inquiry-based course designed for ninth-grade students as an introduction to the foundational concepts of physical science. Using a phenomenon-based approach, students will explore key ideas in chemistry and physics through observation, experimentation, and collaborative analysis. Each unit culminates in a project that challenges students to apply their understanding to real-world scenarios. Topics include the structure of matter, energy transformations, motion, forces, and waves. This course emphasizes the development of critical thinking, problem-solving, and communication skills to prepare students for advanced science courses.

HONORS ACCELERATED PRINCIPLES OF CHEMISTRY AND PHYSICS

Prerequisite: Recommendation of 8th grade Science and Math Teacher

Accelerated Principles of Chemistry and Physics is a challenging, hands-on course designed for motivated ninth-grade students seeking an in-depth introduction to the foundational concepts of physical science. Using an inquiry-based approach, students will explore a broader range of topics in chemistry and physics at an accelerated pace. Emphasis is placed on independent work, critical thinking, and advanced problem-solving. Through observation, experimentation, and collaborative analysis, students investigate key ideas such as the structure of matter, energy transformations, motion, forces, and waves. This course prepares students for success in advanced science coursework.

HONORS CHEMISTRY

Prerequisite: Honors Physics or Honors Accelerated Physics

This guided-inquiry based course is designed to create an interest in and an understanding of the basic concepts of chemistry. Class discussion, based on laboratory experiences, will be used to develop the major ideas that describe the properties, composition, and structure of matter along with the role that energy plays to cause changes in matter. Topics include atomic structure, chemical formulas, chemical reactions and equations, stoichiometry, and thermochemistry. An emphasis on the development of strong problem-solving skills is a key focus of the course.

HONORS ACCELERATED CHEMISTRY

Prerequisite: Honors Physics or Honors Accelerated Physics

This course uses guided inquiry, empirical evidence, and class discussion to develop the major ideas that describe the properties, composition and structure of matter and the transformations of matter resulting from absorption or emission of energy. The course covers the content of the Honors Chemistry course at a faster pace along with some additional content areas such as molecular geometry, periodicity of elements, and acid-base chemistry. Students will be required to solve more complex problems that incorporate ideas from multiple content areas as they relate to each other. Students will work in small groups leading to whole class discussion along with activities that require independent development of some ideas.

HONORS BIOLOGY

Prerequisite: Honors Chemistry or Honors Accelerated Chemistry

This class is a rich introductory biology course that allows students to connect key concepts in biology through lab work, collaborative exploration, and guided research. Topics include biochemistry, cellular biology, genetics, evolution, ecology, and human biology. An essential component of the course is connecting biology to its real-world applications. To that end, students in biology will use the third trimester to design, implement, and present a biology-related research project.

ADVANCED TOPICS: ENVIRONMENTAL SCIENCE

Prerequisite or Corequisite: Honors Biology

The goal of this course is to expose students to the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Topics include exploring Earth's Geologic Systems, Energy Resources, Human Population Dynamics, Ecosystems, Biodiversity, Global Change, and Sustainability. Students will use the scientific process and hands-on experimentation to analyze and evaluate environmental interactions to predict models for future environmental dynamics. The course culminates with a signature learning experience where students conduct an independent research project on a topic of their choosing, within the realm of environmental science.

ADVANCED PLACEMENT CHEMISTRY

Prerequisites: Honors Chemistry or Honors Accelerated Chemistry

The AP Chemistry course is designed to meet the requirements and curriculum of a year-long, two semester general chemistry course (including the lab) usually taken during the freshman year of college. The course begins with a review of the major ideas developed in a first-year chemistry course with an emphasis on more complex (AP level) problems. Students will experience the challenge of more complex lab work and the need to develop good technique to ensure meaningful results while maintaining a lab notebook. The year will focus on the study of 9 major topics: Atomic Structure & Properties, Molecular and Ionic Compound Structure & Properties, Intermolecular Forces & Properties, Chemical Reactions, Kinetics, Thermodynamics, Equilibrium, Acids and Bases, and Applications of Thermodynamics. Much of the assessment is based on students' ability to be successful with practice AP problems in preparation for the AP Chemistry exam in the spring.

ADVANCED PLACEMENT BIOLOGY

Prerequisites: Honors Chemistry or Honors Accelerated Chemistry

The AP Biology course is designed as the equivalent of a college introductory course usually taken by biology majors during their first year. Students have the option to take the Biology AP exam at the end of the year, and with an appropriate score, they may receive college credit. The course is built around a series of student-directed, inquiry-based labs and is focused on student research, experimentation, and analysis. Topics in AP Biology include evolutionary biology, the essential processes of living things, cellular energetics, homeostasis, and the interaction of biological systems.

*Note: The science department recommends the completion of Honors Accelerated Chemistry as preparation for success in AP Biology. If students opt to take AP Biology as their first Biology course after completing Honors Chemistry (not accelerated), they should expect a more challenging experience that might require additional work or help. Additionally, there is a significant summer assignment requirement for AP Biology as a means of preparing students for the rigor of the course.

ADVANCED PLACEMENT PHYSICS 1

Prerequisites: Honors Physics or Honors Accelerated Physics and Honors Algebra II or Honors Accelerated Algebra II. Open to juniors and seniors only.

This course is an algebra-based, introductory college-level physics course. Students will develop their understanding of physics through inquiry-based investigations and solve problems that require the ability to incorporate many content areas into a single situation. Strong algebra skills are a necessity as many of the problems rely only on variables rather than numerical values.

Topics include: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion.

ADVANCED PLACEMENT PHYSICS C

*Prerequisites: Advanced Placement Calculus AB
Co-requisite: Advanced Placement Calculus BC*

The AP Physics course is equivalent to an introductory calculus-based physics course in mechanics that would be taken by engineering or physical science majors in college. The mechanics topics from Honors or Honors Accelerated Physics will be developed using calculus based mathematics along with more in-depth problem solving. Basic calculus is introduced in connection with physical principles. Students take the AP Physics C Mechanics exam in May, and with an appropriate score, they may receive college credit. Laboratory work using PASCO computer probes is less guided and requires more independent evaluation of data to develop concepts. In addition, students are required to keep lab journals, write lab abstracts, and deliver presentations of lab results.

Course Offerings – Science Electives

*Note: Science elective courses do not fulfill
Science credits required for graduation.*

HONORS MARINE SCIENCE

*Prerequisites: Honors Chemistry or
Honors Accelerated Chemistry*

The focus of this class is on learning about the animals that inhabit the world's oceans through lecture, lab work, and projects. The principles of biology, chemistry and physics that govern the world's oceans are included so that students better understand marine animals. One of the main activities of this course is the setup and maintenance of saltwater aquariums which allows students to put into practice the topics discussed in class.

HONORS ANATOMY AND PHYSIOLOGY

*Prerequisites: Honors Chemistry or
Honors Accelerated Chemistry and Biology*

This course serves as an introductory course on the anatomical structures and physiological processes of the human body. The focus is on learning about several key body systems such as skeletal, muscular, nervous, respiratory and cardiovascular. While these body systems serve as the core material, other anatomical topics and material are discussed based on the interest of the students. A variety of methods including direct instruction, labs, projects and discussions are incorporated as students learn about the human body.

HONORS SEMINAR: CONTEMPORARY ISSUES IN SCIENCE

Open to juniors and seniors only.

This course is an asynchronous, fully on-line course that helps students gain an understanding and appreciation for scientific phenomena that are relevant to scientifically literate adults in the modern world. Students will use a robust structured online class-management system to interact with material and other students. The course will incorporate pre-recorded videos, online discussions, and research and writing assignments. Topics could include health, agriculture, biotechnology, climate, neuroscience, astrophysics, genetics, and energy.

Course Offerings – Social Studies

HONORS WORLD HISTORY

Prerequisite: None

Honors World History begins with prehistory and the ancient world, giving students an overview of human development in the context of the Earth's history and geology, and taking us through the Neolithic revolution, early states and empires, and world religions. Then, students will get an overview of the first global age, from the Mongols to transoceanic connections, and the revolutions of thought, economy, politics, and empire in the "long 19th century." Finally, students will study the consequential movements of the 20th century, including the world wars, decolonization, the Cold War, and globalization. This course will also equip ninth grade students with the skills needed for successful study in any Upper School humanities class. Skills taught include note-taking, historical reasoning, using sources, outlining, and contextualization, causation, and comparison. Students will also develop critical reading skills and will practice argumentation and writing.

HONORS ACCELERATED WORLD HISTORY I

Prerequisite: Course recommendation by 8th grade teachers

Note: This course is intended for students with accomplished reading comprehension and writing skills, a strong work ethic, and an above-average interest in history.

This course will study the history of the ancient world from the paleolithic period through the states and empires of the classical period and will conclude with the beginning of the modern world circa 1450 CE. Students will develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. Assessments will focus on primary source analysis, stimulus-based critical thinking, and historical writing.

HONORS CIVICS: FOUNDATIONS OF DEMOCRACY AND CITIZENSHIP

Prerequisite: Honors World History or Honors Accelerated World History I

This course introduces 10th-grade students to the fundamental principles of democracy, citizenship, and economics in both historical and modern contexts. Students will explore key concepts such as the Constitution, federalism, the branches of government, civil liberties, and the role of civic participation in shaping society. In addition, the course will examine basic economic principles, including supply and demand, economic thinking and decision-making, and the government's role in the economy. Through engaging discussions, case studies, and project-based learning, students will develop a deeper understanding of the connections between government, economics, and society. The course also emphasizes critical thinking, civil discourse, and effective communication, encouraging students to become informed, responsible citizens who understand both the political and economic forces shaping their communities.

Students will complete a culminating project that synthesizes their understanding of democratic principles, civic participation, and economic systems. In this project, students will identify a local, national, or global issue and propose a well-researched solution that considers both civic responsibility and economic impact.

ADVANCED TOPICS: WORLD HISTORY II

Prerequisite: Honors World History or Honors Accelerated World History I

In this advanced course, students investigate the content of world history for significant events, individuals, developments, and processes circa 1450 CE to the present. Students will develop and use the same thinking skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. Assessments will focus on primary source analysis, stimulus-based critical thinking, and historical writing. Students will also complete a Signature Learning Experience (SLE), our Colloquium, a research project based on a current event, culminating in a policy proposal which they will defend in a presentation. Students enrolled in this course may—but are not required to—sit for the Advanced Placement (AP) World History: Modern exam at the end of the year.

HONORS UNITED STATES HISTORY

Prerequisite: Honors Civics or Advanced Topics: World History II

In US History Honors, students will examine the exciting history and story of the American nation. It is a dynamic and interactive class where students learn

about the people, places, and events that have shaped America's distinctive place in a global society today. This course helps students to learn to think critically and creatively while assisting students as they work to improve and hone their writing, research, and analytical skills.

The class examines the development and evolution of the concepts of equality, liberty, democracy, rights, and opportunity in American society. A thematic and chronological approach weaves together these themes and ideals in order to provide students with a better understanding of the United States today. Students devote considerable time to the study of how these themes and ideals shaped the nation's political, economic and social systems as well as the United States' interactions with the rest of the world in war and peace.

Throughout the course students are challenged to examine their preconceptions and prejudices about the history of the nation. This course begins with America pre-colonization and will culminate with modern US History, examining how each major moment shapes our country today. Throughout the year, we will constantly weave in current events to our classes so students can see how history is being made each and every day. This adventure in history allows students to discover how the past has shaped the present, leading students ultimately to analyze America's place in a global world today. The course culminates with a series of discussions about modern issues including the War on Terror, Immigration, the Economic Collapse and other pressing issues.

ADVANCED TOPICS: UNITED STATES HISTORY

Prerequisite: Honors World History II or Accelerated World History II

Advanced Topics: United States History prepares students to study history in college. The course hones students' analytical skills, helping them understand and evaluate US History from its most minute measures of experience to its most complex concepts. Throughout the course, students will continue to develop the historical thinking, research, and processing skills necessary to arrive at conclusions based upon informed judgments and to present reasons and evidence clearly and persuasively in varied historical writing formats.

We will investigate various themes in US History, including diversity, culture, demographic change, economic transformation, the impact of American society on its environment, globalization, politics, reform, religion, the legacy of slavery, war and diplomacy, and the evolution of the American Identity. Various activities, from analyzing documents and experiencing simulations to leading class discussions, allow students to demonstrate the skills of an historian while uncovering the complexity of the enduring change that is American history.

Students begin their reading assignments over the summer. Emphasis is placed on critical thinking, historical writing and research, interpretation of original documents, and analysis of scholarly writings. Lectures, discussions, and activities – in addition to the nightly readings from the text and documents – serve as guides through the major political and social developments in the United States. Students will complete nightly assignments in order to be prepared to engage in the in-depth classroom analyses and activities. The course will culminate with a Signature Learning Experience, our Symposium, that invites students to demonstrate their learning.

Students enrolled in this course may – but are not required to – sit for the Advanced Placement (AP) United States History exam at the end of the year.

Course Offerings – Social Studies Electives

Note: Social Studies elective courses do not fulfill Social Studies credits required for graduation.

HONORS ECONOMICS, LAW AND POLITICS IN AMERICA (ELP)

*Prerequisite or Corequisite: Honors US History
or Advanced Topics: U.S. History*

In the current landscape of world events, “infotainment,” and fast-paced news cycles, it is easy to become apathetic to democratic practices or confused by biased media. Economics, Law and Politics (ELP) is an engaging and practical course designed to combat apathy and to promote civic competence and understanding. An emphasis will be placed on real-world applications and personal participation. Through simulations, class discussions, field trips and hands-on, engaging class activities, students will investigate the American political and legal systems while exploring some economic thinking skills and concepts that inform those systems. An emphasis will be placed on students understanding both their rights and responsibilities within each system.

ELP will prepare students to identify, understand, and work to solve the problems facing our diverse nation in an increasingly interdependent and globalized world. Through the development of skills such as media literacy, decision-making and analysis, public speaking and debate, and the development of critical thinking, evaluation, and synthesis, students will examine real-world scenarios, case studies and current events in order to discover their own political beliefs and understandings.

This course is a hybrid, which means there will be both in class (synchronous) meetings and out of class (asynchronous) meetings during regularly scheduled class blocks. For example, much of the technical work and preparation for simulations and discussions will be completed outside of class (asynchronously) and actual discussions, simulations, activities, role-plays, etc. will occur during class (synchronously). Students must be able to follow a syllabus effectively to keep up with course content and assignments.

HONORS PSYCHOLOGY

Prerequisite: Open to juniors and seniors only.

How does my brain work? Can more sleep improve my memory and well-being? Why is it so hard to put my phone down or stop binge watching on Netflix? How does my unconscious play a part in my decision making? What is the science of happiness? These questions and many more are explored in Honors Psychology. This course explores the basic elements of psychological science and dives directly into content that applies to students’ everyday lives. This student and project centered course will give students the ability to learn more about human behavior and mental processes and allows students to better understand themselves and the world around them. Students will do hands-on activities, meet with guest speakers, conduct research and experiments, learn how to navigate media, listen to podcasts, read from various texts and articles, and analyze human behavior through documentaries and videos. Major topics that will be covered include biological processes, consciousness, sports psychology and wellness, memory, learning, and a closer look at psychological myths. The ultimate goal of this course is to allow students to learn more about psychological science in order to think stronger and live longer.

ADVANCED PLACEMENT PSYCHOLOGY

Prerequisite: Open to recommended seniors only.

AP Psychology is an introductory survey course that provides students with a working knowledge of psychological science and the current research on human behavior and mental processes. This course is designed to help students learn how to work with college level material and dig deeper into their own metacognitive behaviors and strategies. Additionally, students will focus on science practices such as concept application, research method and design, data interpretation, and argumentation. Content covered in this course includes biological bases of behavior, cognition, development and learning, social psychology and personality, and mental and physical health. Each trimester students take part in major projects that emphasize various aspects of wellness and wellbeing. This course experience will mimic an introductory college course that many college students may be required to take for general course requirements. AP Psychology is structured for students who are both curious about these topics and ready to take on the pace and rigor this course requires. The breadth of information covered is useful for a variety of academic courses for high school, college, and beyond. Students can reflect on who they are individually and how the world functions around them.

Note: This course will cover materials which may be sensitive for some students. Please review course content here.

Students enrolled in this course may—but are not required to—sit for the Advanced Placement (AP) Psychology exam at the end of the year.

ADVANCED TOPICS:

UNITED STATES GOVERNMENT / POLITICS

Prerequisite: Honors US History or

Advanced Topics: U.S. History

The Advanced Topics course in US Government and Politics is an engaging course that provides students with an analytical perspective on government and politics in the United States.

This course includes both the study of general concepts used to interpret US politics and the analysis of specific examples. It begins with a fast-paced introduction to the various institutions, groups, beliefs, and ideas that constitute politics in the United States. Students will be acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes. Topics covered in the course include the constitutional underpinnings of the United States government, political beliefs and behaviors, political parties, interest groups and mass media, institutions of national government, public policy, and civil rights and liberties. By mixing theory, facts, relevant contemporary issues, and opportunities to act on their knowledge, each student will have the tools necessary to become political-not partisan. The course is taught at the college level, using college textbooks and other primary sources.

Course Offerings – World Languages

HONORS SPANISH I: NOVICE

Prerequisite: None

In the Novice /Novice A range level of proficiency, students develop foundational skills in communication, comprehension, and presentation in oral and written form on highly familiar topics, using isolated words and essential phrases in the context of culture, connections, and comparisons. Assessments are proficiency-based and aligned with three communication modes: interpretive (reading and listening), interpersonal (spontaneous listening/speaking or reading/writing), and presentational (structured speaking/writing). Cultural insights, cross-disciplinary connections, and language comparisons are integrated into these assessments when relevant. Instruction is primarily in Spanish, with the goal of 90% target language use, though English is incorporated as needed for clarity.

HONORS SPANISH II: INTERMEDIATE FOUNDATIONS

Prerequisite: Honors Spanish I

In Spanish II, students progress within the Novice-High to Intermediate-Low proficiency range, building skills to communicate across a broader range of familiar topics. Through an intercultural approach, students engage in interpretive, interpersonal, and presentational tasks that foster growth in listening, reading, writing, and speaking. Performance-based assessments allow them to demonstrate communicative progress, showcasing their language abilities in real-world contexts. This dynamic course emphasizes daily interaction, actively immersing students in Spanish through practical scenarios and meaningful exchanges. Instruction is conducted primarily in Spanish, with the goal of 90% target language use in the classroom.

HONORS SPANISH III: INTERMEDIATE MID A

Prerequisite: Honors Spanish II

In the Intermediate Mid A/Intermediate A range level, students learn, in oral and written form, to participate in exchanges, and present on a variety of topics using familiar vocabulary and learned grammatical structures in the context of culture, connections, and comparisons. Assessments are Proficiency-based. Students are assessed on the Communication standard in three modes: interpretive (reading, listening), interpersonal (spontaneous listening/speaking or reading/writing), and presentational (formal speaking and writing). This course is taught with the goal of 90% target language use in the classroom. This course counts

towards the Global Education certificate.

HONORS SPANISH IV: INTERMEDIATE MID B

Prerequisite: Honors Spanish III

In Spanish IV, students progress within the Intermediate Mid B to Intermediate B proficiency range, further refining their language skills and enriching cultural understanding built in prior courses. This course broadens students' exposure to diverse accents from Spanish-speaking countries, enriching their listening skills and cultural awareness. Students demonstrate mastery in the three communication modes: interpersonal (spontaneous listening and speaking), interpretive (reading and listening), and presentational (structured speaking and writing). They are challenged to use more sophisticated language across various time frames with expanded vocabulary. Proficiency-based assessments require critical thinking and application in real-life scenarios, including interactions with native speakers in the broader community. Instruction emphasizes 90% of target language use. This course fulfills a requirement for the Global Education certificate.

HONORS SPANISH V: INTERMEDIATE HIGH

Prerequisite: Honors Spanish IV

In Spanish 5, students actively apply their language skills, enhancing oral fluency through debates and engaging, thought-provoking conversations with classmates and Spanish speakers from Cannon and the broader community. Classroom discussions extend beyond the school, as students connect with native speakers during visits to partner non-profit organizations and educational institutions. This immersive experience enables them to practice real-world Spanish, discuss current events, cultural topics, and youth-related issues, and collaborate on meaningful projects. In the spring, students further develop analytical writing skills by crafting essays that address community challenges, proposing thoughtful recommendations and solutions. This course is conducted entirely in Spanish and fulfills a requirement for the Global Education certificate.

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE: ADVANCED

Prerequisite: Honors Spanish IV

AP Spanish Language and Culture is a rigorous, interdisciplinary course—taught exclusively in Spanish—, where students build their proficiency in the language toward the advanced-low level, across the three modes of communication: Interpretive, Interpersonal and Presentational. Culture is central to content as we explore products, practices, and perspectives of various Spanish-speaking countries. Each unit targets a primary theme but also connects to additional contexts for those themes, explored though an inquiry-based approach. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources; as well as traditional print resources that include literature, essays, and articles. Students practice various task models that familiarize them with what will be on the AP exam, while they express different views on real-world issues, make connections to other disciplines, and compare aspects of the target culture(s) to their own. This course counts towards the Global Education certificate.

HONORS FRENCH I: NOVICE

Prerequisite: None

In the Novice/Novice A range level, students in French I work on acquiring vocabulary and skills to start communicating in French. They are presented with scenarios that allow them to perform simple communicative tasks such as making requests in class, greeting someone, asking for and giving personal information, describing someone's personality, talking about their classes and talking about their daily activities. Our focus performance-wise is centered on interpersonal communication –talking to someone one on one—and on interpretive communication—listening to someone and responding/reacting according to what is understood. In addition, this course introduces cultural aspects of a variety of francophone regions. The course is conducted mainly in French, but English is used when clarification is required.

HONORS FRENCH II: INTERMEDIATE FOUNDATIONS

Prerequisite: Honors French I

In the Novice B/Intermediate Low range level, students in French II work on building upon the language skills developed in French I. Topics are presented in different scenarios that allow students to communicate in French while keeping their focus on advancing their performance at the interpersonal, interpretive and presentational levels. Students work on activities such as talking about daily activities and routines, describing what they did at a specific time in the past and talking about their plans for the future. Although we work on all three modes of communication mentioned above, we focus a lot of our time and attention on the interpersonal level –speaking to someone one on one and the interpretive level –listening to someone and answering/reacting based on what is understood. Students continue to work on building their confidence to use the language in different situations. In addition, the course introduces cultures, traditions and current events of the francophone world. The course is conducted mainly in French, but English is used when clarification is required.

HONORS FRENCH III: INTERMEDIATE MID A

Prerequisite: Honors French II

Students in French III, operating within the Intermediate Mid A/Intermediate A range level, embark on an immersive language experience. They participate in oral and written exchanges, presenting diverse topics using familiar vocabulary and acquired grammatical structures, all within the enriching context of culture, connections, and comparisons. The course's assessments are proficiency-based, evaluating students on the Communication standard in interpretive (reading, listening), interpersonal (spontaneous listening/speaking or reading/writing), and presentational (formal speaking and writing) modes.

Building upon their foundation from French II, students in this course concentrate on mastering previously encountered vocabulary and grammatical structures. Immersed in a French-language environment, this course adheres to a 90% target language use in the classroom, ensuring a comprehensive language experience, and it counts towards the Global Education certificate.

HONORS FRENCH IV: INTERMEDIATE MID B

Prerequisite: Honors French III

In French IV, operating within the Intermediate Mid B/Intermediate B range level, students continue to deepen their understanding of advanced grammar and vocabulary, all conducted in the immersive French language environment. Students refine and enhance their language skills and gain exposure to the accents of speakers from various French-speaking countries. This exposure enriches their linguistic experience and broadens cultural understanding. Demonstrating mastery of concepts occurs within the framework of interpersonal (spontaneous listening/speaking), interpretive (reading/listening), and presentational (speaking/writing) tasks. The challenge lies in producing more detailed language using various time frames and a richer vocabulary. Proficiency-based assessments require learners to think critically in real-life scenarios, mainly through interactions with different French speakers from the broader community. The class is taught in French, and it counts towards the Global Education certificate.

HONORS FRENCH V: INTERMEDIATE HIGH

Prerequisite: Honors French IV

This course is an intensive language class that prepares students for advanced language communication skills. It is designed for students who wish to develop all four language skills: listening, speaking, reading, and writing. Equivalent to a fourth semester college course, it includes aural and oral skills, reading comprehension, grammar, and written or visual projects. Emphasis is placed on active communication, acquisition of vocabulary, development of expository passages, and ability to express ideas orally and in written form. Field trips, lectures, magazines, films, and educational activities are part of the course instruction. This course counts towards the Global Education certificate.

ADVANCED PLACEMENT

FRENCH LANGUAGE: ADVANCED

Prerequisite: Honors French IV

This course is an intensive language class that prepares students for the Advanced Placement French language examination in the spring. It is designed for students who wish to develop all four language skills: listening, speaking, reading, and writing. The course is comparable to a 4th semester college course that focuses on speaking and writing in the target language at an advanced level. French AP emphasizes active communication, acquisition of vocabulary, and the development of expository passages. Field trips, lectures, magazines, films, and educational activities are part of the course instruction. This course counts towards the Global Education certificate.

HONORS CHINESE I : NOVICE

Prerequisite: None

Chinese I is an introductory course in Mandarin Chinese, a tonal language. The goal of this course is to help students gain functional communication in speaking, writing, reading, and listening. The curriculum is designed to assist students in gaining social and cultural knowledge of the Chinese language and contemporary China. Chinese I will cover numerous themes that are related to useful real-life Chinese language such as: greetings, family, date & time, hobbies, etc. Students will develop various strategies and study habits to strengthen speaking and writing skills. Pinyin (Chinese Romanization) and Chinese characters are taught. Students learn to communicate about daily life and other topics of interest.

HONORS CHINESE II: NOVICE MID A

Prerequisite: Honors Chinese I

Chinese Level II is designed for students who have a fundamental foundation of the target language. Students will be taught the skills to discern language patterns and forms. As time progresses, students are expected to start to understand the intricacies of the language and to be creative with it. From this knowledge, students can create complete sentences or clusters of sentences and carry on short spontaneous conversations. To improve comprehension skills, the teacher will speak Chinese as much as possible to students during class.

HONORS CHINESE III: NOVICE MID B

Prerequisite: Honors Chinese II

In Chinese III, students are expected to learn additional characters (words and vocabulary), their pronunciations, meanings, ways of writing them and more importantly, the compound usages of these words. Students will expand their ability to write Chinese. In Chinese III the emphasis will be given to verbal usages of the language and the relevant topics that students have expressed an interest in, such as styles of living in China, the weather, seasons, food, color, clothing, friends and useful communication and dialogue (making phone calls and directions) that take place in daily life. Most of the language used by the teacher in presentations and speaking to students will be in Chinese to improve comprehension and speaking skills. By the end of Level III, students are expected to be functionally fluent enough to handle almost all typical situations in dealing with everyday tasks and some abstract topics. Level III also focuses on polishing students' accuracy and fluency in pronunciation. In both speech and writing, students are expected to produce clusters of sentences and even short paragraphs. Level III students are tasked with the goal of circumlocution such that when they may not know a particular word, they are expected to talk around it to allow the listener to achieve a general understanding of the overall content. This course counts towards the Global Education certificate.

HONORS CHINESE IV: INTERMEDIATE FOUNDATIONS

Prerequisite: Honors Chinese III

In Chinese IV, students build upon their Chinese foundation and learn more complex language structures. Students will become more proficient in discussing current events, short stories, and cultural differences. Chinese IV emphasizes the use of linking words and phrases in order to coherently express a series of campus themes that relate to students' school or home life in the Chinese language. Assessment will be based upon student achievement in reading, writing, speaking, and listening comprehension. The class will be conducted in the target language where the teacher will speak almost entirely in Chinese to the students during class. Level IV is designed to prepare students for the upcoming AP language class by giving them AP-like tasks and teaching strategies to succeed with those tasks. Students are expected to continue to increase their fluency in handling everyday tasks and in many abstract topics. This course counts towards the Global Education certificate.

HONORS CHINESE V: INTERMEDIATE MID A

Prerequisite: Honors Chinese IV

In Chinese V, students will become more proficient in discussing current events, short stories, and cultural differences. Chinese V provides an opportunity for the student to acquire better speaking skills in Chinese with the emphasis on natural, colloquial usage. New vocabulary and idiomatic phrases will be emphasized so that the student can hold more detailed conversations in Mandarin during each class. Level V students will review grammar and key sentence patterns of Chinese and develop complete sentence structure, provide practice in the appropriate use of idiomatic expressions, and further develop skills in reading and writing Hanzi (Chinese characters) and essay writing. The course will also build vocabulary, expand reading comprehension, and encourage extensive conversation in Chinese. It will cover additional aspects about Chinese culture, history and geography. This course counts towards the Global Education certificate.

ADVANCED PLACEMENT CHINESE LANGUAGE AND CULTURE

Prerequisite: Honors Chinese IV

The AP Chinese Language and Culture course is designed to be comparable to fourth semester (or equivalent) college/university courses in Mandarin Chinese. This college level course deepens students' immersion into the language and culture of the Chinese-speaking world and typically represents the point at which students complete approximately 250 hours of college-level classroom instruction. Coursework provides students with opportunities to perform Intermediate- to Advanced-level tasks, and students are expected to achieve proficiencies throughout, and sometimes beyond, the Intermediate range, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

The AP course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes (Interpersonal, Interpretive, and Presentational) and the five goal areas (Communication, Cultures, Connections, Comparisons, and Communities). Its aim is to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture. AP Chinese Language and Culture teachers plan and implement a course that focuses on language proficiency while interweaving level- and age appropriate cultural content throughout the course and providing for frequent formative assessment of students' developing proficiencies within the context of their learning. Instructional materials and activities are carefully and strategically adapted from authentic sources to support the linguistic and cultural goals of the course. This course counts towards the Global Education certificate.

Course Offerings – General Electives

Note: Electives in this category do not fall under the umbrella of one department and are therefore not listed under a specific department. general electives may be taught by faculty from a different department from year to year

HONORS CODING & COMPUTER SCIENCE

Open to juniors and seniors only.

Surrounded as we are by computing devices, and faced with an exciting future of artificial intelligence, automation, and the potential for robotic applications in virtually all aspects of industry, it's critical for students to not only be good users of technology, but to also have an excellent command of its potential. The course will introduce learners to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. Learners will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages learners in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will explore the JavaScript and Python programming languages, as well as HTML and CSS web design.

Upon completion of the course, students will have a portfolio of works, including multiple programs, apps, and/or websites that demonstrate these skills:

- Variables and Data Structures
- Computational Thinking, including Decomposition, Logic, Patterns, Abstraction, Algorithms
- Core Programming concepts such as Sequencing, Loops, Conditionals, Functions, Variables and Parameters
- Applications of computer science

ADVANCED TOPICS:

CODING & COMPUTER SCIENCE

Prerequisite: Honors Coding & Computer Science or recommendation of teacher based on a work portfolio and written entrance exam

Advanced Topics: Coding & Computer Science will build upon coding and computer science foundations, and allow students to explore a deeper dive into coding and computer science topics such as 3D game and simulation design, front- and back-end web development, and mobile app creation. Students will develop several projects reflective of their interests which may include, but are not limited to, a mobile application; a standalone 2D or 3D game; an interactive Virtual Reality experience; or a published website that features elements representative of current day web development practices and techniques. Students will publish their products to be experienced by others in the class, the school, and the world. Students will be presented with a series of coding challenges in a variety of programming languages. Their general coding techniques (e.g. troubleshooting and debugging, searching out existing resources for answers, and finding resources for self-development and expansion of existing knowledge) will be the primary focus of assessment, followed by application of appropriate syntax, best practices, and design choice. Students will provide and receive feedback from each other, as well as from the instructor. Skill assessments will take place on a weekly basis, with milestone skill check-ins being submitted by students as they complete projects within a flexible timeline.

Upon completion of the course, students will have a portfolio of works, including multiple programs, apps, and/or websites that demonstrate the aforementioned skills.

SENIOR COLLOQUIUM: LEADERSHIP

Prerequisite: Open to seniors only.

This course offers students leadership training for school and beyond. Students who take this course should have a passion for leadership. Students will read and respond to a range of leadership literature, navigate their own leadership challenges with help from the instructor, and collaborate to chart the curriculum.

GLOCAL PERSPECTIVES

Prerequisite: Open to seniors only. This course does not fulfill the World Language requirement. This course is required for completion of the Global Education Certificate.

The Glocal Perspectives course offers an immersive exploration of both global and local perspectives. Students will comprehensively explore global and local perspectives in practice, investigating key aspects defining the global and local landscape through a service learning model.

Students will engage in in-depth discussions and critical analyses of pressing issues and case studies, such as environmental sustainability, cultural diversity, human rights, and health, among other related topics. They will actively engage with communities, organizations, and individuals who support them to deepen their understanding through hands-on projects, gaining insights into the complexities of these challenges. Through this process, students will sharpen their cultural competence and communication skills as they explore diverse perspectives through interactive activities and discussions that will foster an appreciation for diversity and equip them with the tools to navigate cross-cultural interactions.

By partnering with different social organizations, students will have the opportunity to participate in real-world initiatives that make constructive contributions to Glocal issues. This hands-on experience solidifies the principles of global citizenship. Students' Capstone projects focused on a chosen glocal issue serve as the signature learning experience that showcases students' mastery of the course content.

THE BUSINESS OF ESPORTS

Prerequisite: Recommendation required

The Business of Esports is a uniquely crafted course that offers students a hands-on experience exploring the Esports industry and entrepreneurship. Whether you dream of launching your own business venture or aspire to take the reins of the Cannon School Esports program, this course empowers students with practical skills and strategic insights needed for success.

Students in the course serve as interns for the Collective Esports Company – a small grassroots consulting company – to create amazing events, launch esports programs for other schools/organizations, and manage the Cannon School Esports program. This course will also cover event planning, budget management, writing and pitching sponsorship proposals, broadcast/camera work, marketing, and tech support. By the end of this course, students will be equipped with the skills necessary to launch their own small businesses.

ADVANCED TOPICS:

MICROECONOMICS: POLITICS AND POLICY

Prerequisite: Open to juniors and seniors only.

Recommended prior coursework: Honors/AP U.S. History or a course in Civics/Political Science and Algebra II.

Advanced Topics: Microeconomics: Politics and Policy offers a dynamic exploration of economic principles and their application to political decision-making and public policy. Students will delve into the study of individual decision-making, market structures, and resource allocation, while also analyzing the intersection of economics with governance and societal challenges. The course emphasizes critical thinking, quantitative analysis, and practical application. Students will master foundational microeconomic concepts, including supply and demand, elasticity, production costs, and market structures.

**ADVANCED TOPICS:
DESIGN THINKING FOR ENTREPRENEURSHIP**

*Prerequisite: Open to Juniors and Seniors only.
Application required with approval of the instructor.
Co-requisite: Design Thinking & Entrepreneurship Lab*

Advanced Topics in (AT) Design Thinking & Entrepreneurship is an innovative course taken in conjunction with the Design Thinking & Entrepreneurship Lab that is tailored for juniors and seniors eager to explore the intersection of creativity, business acumen, and community impact. These two courses offer a unique educational journey that combines design thinking principles with entrepreneurial skills.

The course structure encompasses progressively challenging projects. Starting with an introduction to the basics of design thinking and entrepreneurship, students will gradually advance to larger, more impactful projects, including potential collaborations with local businesses or government agencies. Emphasis is placed on hands-on learning, team collaboration, and effective communication. This structure not only builds on foundational knowledge but also allows students to apply their skills in real-world settings. Students will create digital portfolios, showcasing their journey through case studies, videos, and community presentations.

This course delves into core areas such as innovation, problem-solving, client engagement, and the practical application of entrepreneurial strategies, incorporating skills like developing, writing, and presenting business plans, product planning, and establishing vendor connections. Emphasis is placed on budgeting for business, pricing products or services, and entrepreneurial financing, including creating a financial plan grounded in thorough business and financial research. Students will engage in marketing research, perform market analysis, and complete a SWOT analysis, enhancing their understanding of the legal aspects of entrepreneurship and risk management in business ownership. Through a variety of activities, from prototyping and crafting marketing materials to developing software solutions and design blueprints, participants will integrate these skills to create comprehensive business plans, addressing diverse community challenges. This holistic approach equips students to become future leaders and changemakers.

**HONORS DESIGN THINKING FOR
ENTREPRENEURSHIP LAB**

*Prerequisite: Open to Juniors and Seniors only.
Application required with approval of the instructor.
Co-requisite: AT Design Thinking & Entrepreneurship*

This lab course is a co-requisite for our AT Design Thinking & Entrepreneurship course. In it, students will actively engage in developing, writing, and presenting comprehensive business plans to complement the hands-on experiences introduced in AT DTE. They will learn the intricacies of product planning, including establishing effective vendor connections, and delve deeper into the practical aspects of budgeting and pricing strategies for businesses. A significant focus will be on entrepreneurial financing, where students will create detailed financial plans based on extensive business and financial research. Marketing research and market analysis are key components of this lab, with students conducting thorough SWOT analyses to understand market dynamics better. They will also navigate the legal aspects of entrepreneurship, gaining insight into risk management and the responsibilities of business ownership.

Through a series of collaborative projects, students will apply design thinking methodologies to real-world scenarios. These projects range from prototyping, developing marketing materials, to conceptualizing app or software solutions, and creating design blueprints. This practical approach ensures that students not only understand but can effectively address diverse community challenges.

Course Offerings – Physical Education

WELLNESS AND LONG-TERM ATHLETIC DEVELOPMENT

Prerequisite: None. Open to juniors and seniors only.

This course takes a holistic approach to student wellness and long-term athletic development, which serves the mission of Cannon School and its Athletics Department. The curriculum is informed by scientific principles of kinesiology, exercise physiology and biomechanics. This course teaches basic strength and power development, speed development, prehabilitation exercises, flexibility and mobility techniques along with mental toughness training, performance nutrition, character and leadership development and emotional wellness. Students will progress through the program based on their individual strength and technical levels. If a student has a physical limitation, an alternative program will be given to enable the student to participate safely in the class. If a student is an athlete of an “in season” sport they will have an in season modification made to their training program, along with specific “Game Day” modifications. We will go over program design so when students leave Cannon they have the knowledge to continue to live a healthy lifestyle for the rest of their lives.



CANNON
SCHOOL

5801 Poplar Tent Road
Concord, NC 28027
704-721-7199
www.cannonschool.org