



# UPPER SCHOOL

## Academic Policies

## Student Handbook

## Curriculum Guide

# 2024-2025

# FOREWARD

## **Academic Policies & Curriculum Guide**

This Curriculum Guide & Handbook is designed to help students and their parents understand the academic offerings, graduation requirements, and policies of Community School of Naples Upper School. In the Choosing Your Curriculum section on the following pages, administrators have assembled a commonsense guide that offers practical and philosophical advice as students plan their course of studies in Upper School. Of course, any plan is likely to change during a four-year journey, but the advice offered is sound and worth considering. CSN's curriculum and diploma requirements seek to balance breadth of exposure and in-depth pursuit of a student's strongest interests. Advanced work in most areas is facilitated by access to Advanced Placement courses, and in some instances, courses beyond AP.

Course descriptions at the end of this document are sorted by department. Read them carefully, as new courses have been added and others removed from the previous guide. The faculty make every attempt to include all courses that will be offered in a particular school year but understand that some courses may not have sufficient enrollment to be included in the curriculum every year. Any announced course for which the enrollment is deemed insufficient may be withdrawn.

## **Student Handbook**

The Student Handbook is designed to help you make the best of what Community School has to offer, and it is designed to help avoid misunderstandings. Please read it with care; we encourage each family to review it together. Although Community School encourages the development of individual talents and respects the right of every student to his or her own opinion, the Student Handbook serves as a guide and sets a standard for what is expected of you as a member of the CSN community. There are commonly accepted standards of behavior and communication, and you will find these standards in this handbook. It is assumed that you will read them, understand them, and, by your presence in the school, intend to maintain them. We expect each member of the community to embrace the spirit as well as the letter of the school rules and policies. Good will and good faith must be the basis of our relationship with each other.

Rules and expectations simply impose limits; they do not define mature behavior. Respect for other people, honesty, and courtesy are fundamental standards in which the school believes and that are expected of everyone. These, coupled with an attitude of cooperation and mutual understanding, make for an enjoyable and creative community life. This is what we want for everyone. We trust that you will do your part in making this a reality. It is our hope not only that you will learn much while at Community School, but also that you will make friends, grow in spirit as well as in wisdom, and enjoy yourself.

Like any good school, Community School is always evolving. Teachers experiment with new curricula, and the administration may modify programs to suit the needs and interests of an ever-changing student body. Every year the Upper School Student/Parent Handbook is reviewed and revised to reflect those changes. So even if you're a returning Community School student or parent, we encourage you to peruse this handbook again. The care that goes into creating and editing the handbook reflects the thoughtfulness and creative thinking that goes into designing the entire upper school program.

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## VISION

To be a world-class independent school, meeting our mission in memorable ways for the benefit of every student, every day.

## MISSION STATEMENT

Committed to academic excellence, Community School of Naples inspires and empowers students to realize their own potential as engaged learners and responsible global citizens.

## CORE VALUES

Scholarship, Leadership, Citizenship, Stewardship

## HONOR CODE

**“As a student of Community School of Naples, I pledge to conduct myself in an honorable fashion. I will not lie, cheat, steal nor tolerate anyone who does. I will not impinge on the rights of others.”**

Abiding by the values of the Honor Code, the students of Community School of Naples agree that it is their responsibility to maintain and promote respect for themselves, their peers, the faculty, administration and staff. We understand that the success of the Honor Code depends on the integrity of each student to abide by these principles and to educate each other.

The following partial list of infractions serves to familiarize students, parents and faculty with some behaviors that violate the CSN Honor Code. Other behaviors not explicitly listed here are subject to interpretation by the Honor Council.

Lying is the deliberate misrepresentation of one or more facts. Lying is an attempt to convey a false impression or is any concealment of facts with the intent to mislead.

- Lying verbally to a faculty member, administrator, school employee or an adult in authority
- Lying in writing (e.g.: by forging notes, permission/attendance slips, etc.)

Cheating is the violation of the established rules affecting the content of any work, including copying from a fellow student, plagiarism, unauthorized acquisition of advance knowledge of the contents of a test or assignment or any other violation of the rules and conditions of any academic or other school project.

- Using or attempting to use unauthorized assistance, material, or study aids on examinations or other academic work (Example: using a cheat sheet, storing information in a calculator without the permission of the teacher currently teaching that course, use of any online foreign language translator, etc.)
- Fabrication: submitting contrived or altered information in any academic exercise. (Example: making up data without participating in an experiment, citing nonexistent articles, contriving sources, etc.)
- Facilitating academic dishonesty: knowingly helping or attempting to help another violate any provision of the Honor Code. (Example: working together on a take-home examination, etc.)
- Class-to-Class: divulging or receiving any test, quiz, or examination information to or from another student before either student has completed the graded work.
- Plagiarism: paraphrasing or using the ideas, data, or language of another without specific or proper acknowledgment – citation or other explicit permission. (Example: copying another person’s paper, article, or computer work and submitting it for an assignment, paraphrasing someone else’s ideas without attribution, failing to use quotation marks where appropriate, etc.)
- For issues regarding Artificial Intelligence use, see the academic policies guide.

As a learning community, we recognize that working together enhances our individual education. For this reason, CSN encourages cooperative learning. However, collaboration is at the discretion of the teacher and merits the teachers’ verbal or written permission in advance.

# ACADEMIC POLICIES

## Choosing Your Curriculum

Through its broad graduation requirements, the Upper School curriculum ensures a well-balanced foundation for college studies. There is also ample flexibility for you to shape a curriculum that allows you to pursue your particular strengths and interests while providing a strong profile for college admissions.

It is important to realize that CSN's graduation requirements are not synonymous with the curricular recommendations of very selective colleges. For instance, while you can graduate from CSN with three years of science, many colleges prefer to see four. Similarly, even though our requirements in history and world language are also three years, students should plan on continuing at least one, if not both of these through twelfth grade. In senior year, students are required to select six courses; keeping in mind that colleges strongly prefer that the twelfth-grade curriculum be at least as demanding as that selected in prior years.

Colleges urge students to select the most challenging courses available and appropriate. While every college asserts that the high school transcript is the single most important criterion for admission, remember that this transcript consists of two equally weighted factors: course selection and performance.

## Guiding Principles on Critical Thinking

As a college preparatory school, CSN fosters lifelong critical thinking skills that are essential to students' future colleges, careers, and communities. *The Oxford English Dictionary* defines critical thinking as "the objective analysis and evaluation of an issue in order to form a judgment." To best develop critical thinking, CSN prepares students through a robust set of academic disciplines and graduation requirements to ensure a well-rounded education in the arts, sciences, and humanities.

Students at CSN develop their own ideas and perspectives by engaging with the world around them and interacting with those both similar to and different from themselves. Within the acceptable bounds of a college preparatory curriculum and in an age-appropriate manner, students learn about a variety of topics, ranging from current events unfolding in real-time to ancient beliefs and philosophies. Through critical thinking, students learn how to best create and articulate their own thoughts, ideas, and beliefs, all of which are informed by the wider world.

To this end, CSN is committed to the following guiding principles on critical thinking:

- Students benefit from a wide variety of perspectives, beliefs, and opinions, which are discussed and debated in an open forum where each student's own voice and ideas are expressed.

- Students are free to respectfully disagree with opinions and beliefs presented in texts or shared by fellow students, guest speakers, and/or faculty, provided their disagreement remains civil and appropriate.
- Students may make mistakes or experience discomfort as they practice critical thinking. If this occurs, they will be given the opportunity to reconcile with one another. CSN expects students to act in good faith and rejects the concept of "cancel culture," where a single moment defines one's entire personhood.

One of CSN's greatest strengths is its diversity of thought, beliefs, and perspectives, which come from its wide variety of community members. In a school as large, multifaceted, and diverse as CSN, there will never be complete agreement on any given topic, nor should that be the goal. All of us learn from those different from ourselves, and CSN has a legacy of teaching students *how* to think, not *what* to think. As an independent, college preparatory school with a world-class faculty, CSN is committed to fostering in students a wide variety of critical thinking skills, which are paramount for success not only in college but also in life.

## Diploma Requirements

### **English (4.0 credits)**

### **Mathematics (4.0 credits)**

### **Social Sciences (3.0 credits)**

Three Credits, two of which must be Modern World History and United States History.

### **Science (3.0 credits)**

Three Credits in Biology, Chemistry, and Physics.

### **World Languages & Cultures (3.0 credits)**

Three Credits (in the same language is strongly recommended) earned during grades 9-12.

### **Arts/Computer Science & Engineering Electives (2.0 credits)**

Two Credits: credits may be satisfied with classes in the Arts and/or Computer Science & Engineering departments.

### **AP Seminar (1.0 credit)**

### **Health (0.5 credit)**

### **Principles Course (0.5 credit)**

### **Service Learning Requirement**

25 hours of service per year enrolled in CSN's Upper School, which must be documented in x2vol.

## Valedictorian & Salutatorian

The top two graduating students (based on core weighted GPA through the second semester) will be recognized as Valedictorian and Salutatorian. Both students must be in residence at Community School of Naples for all four years of upper school to be eligible. In the event of a tie (at two

decimal places), there will be co-Valedictorians and/or co-Salutatorians.

### **Cum Laude Honor Society**

Cum Laude is a national organization that permits membership of up to 20% of the senior class, with the top 10% in the fall semester of senior year, and the next 10% in the spring of senior year (based on core weighted GPA). Eligible students must be enrolled by fall of junior year to be eligible, with transfer students' grades from previous schools being used to determine eligibility.

### **CSN Lifer Award**

To qualify for the Community School "Lifer" Award, a student must have attended CSN for 13 consecutive years, from Kindergarten to twelfth grade.

### **Upper School Courses in Middle School**

An Upper School mathematics or world language course taken in the CSN Middle School will be recorded at the top of the transcript but will not be included in the cumulative GPA.

### **Honors and AP Course Placement**

Enrollment in honors courses is based on teacher feedback and, in some cases, placement examinations. Compared to other courses, honors courses cover more material and represent a higher standard of intellectual rigor. Students who take honors courses must demonstrate outstanding academic ability, strong motivation, and a high level of maturity and commitment.

Advanced Placement (AP) is a program of college-level courses and year-end exams that gives secondary school students the chance to receive advanced placement and/or academic credit toward their college degree. AP courses are designed to parallel first-year-level college courses. The Upper School faculty invites qualified CSN students to take AP courses in the subjects in which they have a strong academic background and have shown a genuine commitment to the discipline.

AP courses are significantly more demanding than non-AP courses and require a significantly greater time commitment. They provide an opportunity for students to explore the subject in greater depth and to potentially earn college credit while in secondary school. Advanced Placement courses will continue to meet after students have taken their AP exam on the designated national May test date.

Students who take an AP course must sit for the May AP exam in the course(s) they have taken at the AP level. Exceptions to these rules will be decided on a case-by-case basis by AP teachers, their department chairs, the Academic Dean and the Head of Upper School. Students who do not sit for their AP exam(s) will not receive the AP designation on their transcript and will not receive the AP weighting toward their GPA.

### **Add/Drop Policy**

Students may drop a course no later than the end of the second week of classes. Courses dropped in accordance with this policy will not be included on the student's transcript. A decision to add a course must be made during the first two weeks of class meetings. The student is responsible for making up all missed work. Students dropping a course after the first two weeks will be considered Withdrawn and may receive a "W" on their transcripts.

### **Upper School Testing Policy**

Students who are assigned three or more full-period tests, papers, or projects on any given day may seek relief from one or more of their teachers. Teachers will reasonably consider test deferment requests. In exceptional cases, an appeal can be made to the Head of Upper School. Students must request a test deferment at least one full day before the tests are scheduled.

### **Grading Scale**

LETTER	PERCENTAGE
A	100-93
A-	92 - 90
B+	89 - 87
B	86 - 83
B-	82 - 80
C+	79 - 77
C	76 - 73
C-	72 - 70
D+	69 - 67
D	66 - 63
D-	62 - 60
F	59 - 0

### **Grade Point Average**

Grade point averages are reported on the transcript as both weighted and unweighted. In recognition of the added commitment of AP and Honor courses, a weighted grade point average is calculated by adding 0.5 to Honor courses and 1.0 to AP courses.

As a matter of policy, class rank is not reported because of the small class sizes and rigor of the curriculum at Community School. Community School of Naples' transcript includes only courses and grades earned at CSN. Transcripts from other high schools are included in the college application packet.

### **NCAA Requirements**

Any senior interested in participating in NCAA athletics in college should be familiar with special NCAA requirements and which CSN courses may not meet those requirements. In addition, for the University of California system and other state colleges and universities, students must understand the specific state's definition of "minimum curricular requirements" and how they are related to our course offerings. A list of courses denied by the NCAA Initial-Eligibility Clearinghouse is available from the College Counseling Office.

### **Interim Reports**

All students with a grade of C- or below will receive an emailed interim report midway through the quarter. These reports are descriptive comments focusing on effort, classroom attitude and behavior, as well as academic achievement.

### **Academic Status**

If, at the end of a quarter/semester, a student has either an F in a core academic class or two grades of C- or lower in any class, the student will be placed on Academic Warning. Parents will be notified in writing and asked to attend a conference at school.

If, at the end of the following quarter/semester, the student's academic work has not sufficiently improved, the student will be placed on Academic Probation. Parents will be notified in writing and required to attend a conference at school. Academic Probation includes a hold on a student's re-enrollment contract, which will only be released with sufficient academic improvement.

### **Eligibility for Athletic Activities**

The Florida High School Activities Association (FHSAA) regulates policies governing interscholastic athletics. In addition, of course, all of Community School of Naples' rules apply to student athletes. Per FHSAA: "A high school student must have a cumulative 2.0 grade point average on a 4.0 unweighted scale, or its equivalent, at the conclusion of each semester to be academically eligible during the next semester." See the FHSAA website for more specifics.

### **Parent Conferences**

Good communication between the school and the home is a shared responsibility. Teachers and administrators at CSN will initiate a conference with a student's parents as soon as the need appears. In return, the school asks parents to request a conference when they are aware of changes at home that may have bearing on the child's progress at school or when they have questions about what is happening at school. Conferences should be arranged at a mutually convenient time, which can be established through a phone call or email. Impromptu and unscheduled conferences at the start or end of the school day should be avoided, for they can interfere with teachers fulfilling their responsibilities to other students and lead to incomplete communications.

### **Artificial Intelligence Policy**

Community School of Naples aims to ensure that our community members use AI ethically, safely, and in a manner that does not interfere with academic growth. With that goal in mind, the school must adopt two simple rules regarding the use of Artificial Intelligence by CSN students:

#### **1. Students may not use private information within prompts for generative AI.**

For the purposes of this policy, any data or information that is not publicly available and easily accessible is considered private. Examples of private information include, but are not limited to:

- Personal information, such as full names, addresses, phone numbers, or family connections
- Photos, videos, or audio recordings of community members taken with or without their knowledge
- Intellectual products (such as writing, photos, audio, video, or any form of artwork) created by fellow students or CSN employees without their written permission

#### **2. Students may not use AI-produced material for public purposes or in any manner that would suggest they created it themselves.**

Examples of such unacceptable uses of AI include, but are not limited to, the generation of:

- Essays, in whole or in part, and other forms of English-based writing for school-related activities
- Falsified data to support academic research or lab activities
- Sources to support academic writing without properly incorporating those sources into the paper
- Art or music, in whole or in part, for a composition assignment

Community School of Naples acknowledges the difference between using AI to generate a product to present as your own work and using AI to refine a product that you yourself have already created. The school considers the former use to be especially unethical and therefore not in line with our core values. With that in mind, the following uses of AI are acceptable if they remain within the spirit of using AI as a tool for learning or for refining your own work:

- With teacher permission, students may use AI to generate content for discussion or critique as part of classroom activities.
- Students may use AI to find answers to academic questions if they do additional work to find external, academic sources to support their findings. Any answers generated by AI should be treated with skepticism without external sources. Students may not attempt to present such generated answers as their own work or thoughts, e.g., on a homework assignment.

- Students should include a disclaimer in any assignment for which AI was used in any way, small or large. Students should discuss any plans to use AI for an assignment with teachers before beginning work.

These two rules are intended to address major concerns about data privacy, ethics, and academic growth. Any information submitted to a generative AI program has the potential of being used by others in unforeseen and, perhaps, inappropriate ways. It is crucial that no sensitive, private information about the school and its community members is contributed to the data sets used to train generative artificial intelligence.

Part of the mission of Community School of Naples is to empower students “to realize their own potential as engaged learners.” Any use of generative AI that detracts from a student’s academic growth is unacceptable. The Division Head will be the final judge of whether a particular use of AI does, in fact, detract from the students’ academic growth in a class. Generative AI and large language models can generate information in response to a prompt, but the system is unable to truly understand content or make genuine connections. For that reason, they are not reliable sources of academic information, and they should be used cautiously by students and faculty alike.

### **Classroom Accommodations**

#### *Accommodations on CSN Assessments*

In the upper school, students with a documented disability may be able to receive up to 50% extended time and/or other reasonable accommodations on CSN assessments, so long as the student submits to CSN a recently completed (no older than five years) psychoeducational evaluation that specifically states the need for accommodations and is completed by a licensed educational psychologist. Insufficient documentation includes a doctor’s note, a 504 plan, or an IEP from another school. Evaluations are valid for five years and parents will be notified when a reevaluation is needed for a student to continue receiving accommodations. CSN may not grant all accommodations listed on a psychoeducational evaluation.

**Note:** If the student qualifies for accommodations due to a medical condition, a physician’s statement written within the last year will be required. The letter should include the specific diagnosis and the educational impact of the condition. Educational impact should discuss how the condition actually affects your child, not theoretical implications.

#### *Accommodations on Standardized Assessments*

Upon receiving an evaluation, CSN initiates the process for the student to receive accommodations from College Board and ACT on standardized assessments by asking parents to sign a consent form which allows the school to advocate on behalf of the student/parent. Please understand that each entity determines eligibility under their own rules and the

consent, the application, an education plan, CSN approved accommodations, or a specific diagnosis verified by a medical professional is not a guarantee of acceptance.

College Board testing includes PSAT, PSAT/NMSQT, SAT, and Advanced Placement (AP) tests. For all College Board testing, CSN student support staff will initiate the application after the consent form has been returned to CSN. The ACT requires the student/parent to initiate the request by following the instructions on their website while registering for a test. Once a request is made, ACT will notify CSN student support staff to verify requested accommodations. This process can take up to two months, so please allow for sufficient time. Students who are denied by either the College Board or the ACT can appeal, and parents should reach out to CSN to initiate this process.

**Important:** Students must be approved for extended time or other accommodations by the College Board to receive these accommodations on AP class quizzes, tests, and exams. Because AP classes must be closely aligned with the College Board’s required curriculum, having the school year to practice test questions under similar conditions is vital to student success on the real AP exam. Students not approved by the College Board still receive accommodations for all non-AP classes at CSN.

#### *Using Accommodations*

The responsibility to advocate for extended time and other accommodations on any given test lies with the student, and failure to do so may result in not receiving extended time on an assessment. Ideally, students should complete the entire assessment in one sitting, so long as they do not miss another class as a result. Scheduling of the extended time will vary due to the consideration of both the teacher’s and student’s schedules and may take place before or after school, or during breaks. Tests taken over two noncontinuous class or break periods will be broken into sections which must be finished before the end of that session. The entire test must be completed on that same day without consulting notes, online resources, or classmates between the two testing periods. To do otherwise is considered cheating and qualifies as a major infraction.

#### **Student Records and Information**

Requests for student records and transcripts must be directed in writing to the School Office. The School reserves the right to withhold student transcripts and records for non-payment of tuition or fees. The School will also require the parent to sign a consent form before a student’s transcript or other records/information will be released.

The School makes reasonable efforts to ensure that both parents (or legal guardians) receive substantially the same information (transcripts, records, appointments, etc.). The School must rely upon the correctness and completeness of parental information when the student is enrolled. In situations of divorced or separated parents, if one parent believes that the other parent is not entitled to receive certain

information, the parent wishing to restrict information provided by the School must provide the School with a court order that is still in effect that specifically restricts the other parent from receiving such information.

### **Advisory Program**

Each student in the Upper School has a faculty advisor, who will serve as the student's advocate, guide, and mentor. Students meet with their advisor regularly and are encouraged to seek their advisor's assistance as needed. The advisor can provide advice about motivation, organization, and study techniques, assistance with the selection of courses and extracurricular activities, and support and guidance if problems should develop. While the advisor provides these services, he or she is not a professional counselor, an expert in learning differences, or an individual study proctor. Parents who have concerns about any aspect of their son's or daughter's social or academic progress should initiate contact with the school through their child's advisor. In the event of difficulties, the faculty advisor assists by contacting other individuals in the school who are in a position to help and by communicating with parents.

## **STUDENT HANDBOOK**

### **Good Citizen Agreement**

Students are expected and required to abide by the laws of Florida, the United States, and the rules and regulations of Community School of Naples; to conduct themselves in accordance with the accepted standards of social behavior; to respect the rights of others; and to refrain from any conduct that tends to obstruct the work of Community School of Naples, or to be injurious to the welfare of the school. A student who violates these general standards of conduct may be subject to disciplinary action, which could include a warning or even suspension or dismissal. These school rules are established to ensure a safe, orderly, and morally centered environment for learning. The school expects parental support and cooperation.

CSN students represent the school at all times, both on and off campus, at school-sponsored and non-school functions. As such, students' conduct may be viewed as a reflection of the school. Each student is expected to be honorable, trustworthy, polite, and considerate.

By enrolling at Community School of Naples, each student agrees to abide by the school's rules, and all parents agree to support the following school policies:

- I agree that my academic development is my first priority.
- I understand and fully agree with the rules of the honor code.
- I will not lie, cheat, steal, plagiarize, willfully destroy property, or mentally or physically harass another.
- I shall take great pride in being a constructive and positive citizen of Community School of Naples.

- I understand that because a student's actions and general conduct off campus may reflect directly upon the school, the school reserves the right to dismiss any student whose off-campus actions brings public discredit to CSN.

A healthy balance between the assertion of individual interests and the maintenance of community values and standards must exist in all activities. The school and the family share the task of creating the right balance between freedom and responsibility in the development of mature young people. In order to avoid misunderstanding, this section of the handbook is intended to clarify the school's expectations.

The school does not seek jurisdiction in the private lives of its students except when a student's private behavior compromises the welfare or safety of other CSN students or damages the reputation of the school.

### **Parents & Independent Schools**

To be successful, independent schools need and expect the cooperation of parents. Parents must understand and embrace the school's mission, share its core values, and fully support its curriculum, faculty, and staff. When joined by a common set of beliefs and purposes, the independent school and its parents form a powerful team with far-reaching, positive effects on both students and the entire community. Working together, parents, faculty, and staff help to keep a child academically focused; they also help the student to mature by modeling relationships based upon civility, honesty, and respect.

### **Parents & Board of Trustees**

In independent schools, decision-making authority at the highest level resides in a volunteer Board of Trustees. The Board focuses on three areas critical to the success of any independent school: it selects, evaluates, and supports the head of school, to whom it delegates authority to manage the school; it develops broad institutional policies that guide the head in running the school; and it is accountable for the financial well-being of the school. In the conduct of its official business, the Board acts only as a whole. Individual trustees, including the Board chair, have no authority to act unless specifically authorized to do so by the Board acting as a whole. Parents can best support a school climate of trust and respect by communicating concerns openly and constructively to the teacher or administrator closest to the problem. Parents with concerns about the school or with decisions made by the administration or faculty are asked to follow the school's review process.

### **Parents & Faculty/Administration**

Parents play an essential and positive role in the life of an independent school. Not only are parents advocates for their children, but they also support the faculty and administration through extensive volunteer activities and events. The relationship between parents and the faculty and administration is formally governed by the school's enrollment contract and divisional student handbook. When

parents choose to enroll their child in an independent school, they agree to subscribe to its mission, follow its rules, and abide by its decisions. Trust and mutual respect are the most essential underpinnings of effective working relationships between parents and school employees.

It is expected that all members of the community—students, faculty, staff, and parents—support the Community School Mission Statement, Vision Statement, Core Values, and Honor Code.

The School believes that a positive and constructive working relationship between the School and parent is essential to the fulfillment of the School’s educational purpose. If a parent’s (or other family member’s) behavior, communications, or interactions on or off-campus (including school-sponsored events) is disruptive, intimidating, overly aggressive, reflects a loss of confidence or serious disagreement with the School’s policies, methods of instruction, discipline, or otherwise seriously interferes with the School’s safety procedures, responsibilities, or accomplishment of its education purpose or program, the School reserves the right to dismiss the family from the community. In addition, the school reserves the right to place restrictions on parent or family member involvement or activity at school, on school property, or at school-related events.

#### **Parent and School Partnership**

Community School emphasizes high academic achievement, good study habits, and positive character development. We set high standards for each child with whom we work, and then give support to enable him or her to meet these expectations. We expect our students throughout their years at CSN to achieve success in becoming self-motivated and assuming responsibility for their actions. At Community School, we value an atmosphere of genuine respect and courtesy between student and student, adult and student, and adult and adult. It is understood that tuition covers only 80% of the School’s operating cost, which means that the School needs to exercise tight fiscal responsibility, including running a balanced budget, collecting tuition payments in a timely fashion, and asking for annual and capital donations as well as volunteer efforts.

In partnership, we mutually agree to:

- Promote the CSN mission statement.
- Treat all members of CSN with respect and civility.
- Support a home environment that encourages the development of positive learning attitudes and habits including consistent, on-time arrival, regular sleeping routines, and disciplined access to electronic media.
- Create a culture of mutual respect and high academic expectations.
- Resolve conflicts and questions in the spirit of partnership and objectivity and assume that there are at least two sides to every disagreement.
- Respect the school’s responsibilities to do what is best for the entire community and for the promulgation of itself as an educational institution.

- Respect the confidentiality of all aspects of the student’s experience, including grades, assessments, and the experiences of his or her peers.
- Communicate effectively, efficiently and truthfully with each other about all aspects of the students’ experience.
- Nurture all students towards an evolving and developmentally appropriate independence.

#### **Fundraising Activities**

This policy is intended as a guide for those who wish to engage in fundraising support of Community School of Naples or as a part of Community School of Naples.

The School’s Advancement Office includes a team of professional fundraisers who are engaged in raising private philanthropic support for the School from a variety of sources including parents, alumni, grandparents, parents of alumni, friends, foundations and corporations to meet specific funding priorities as identified by the Head of School, the Advancement Committee of the Board of Trustees, and the Board of Trustees. These school-wide fundraising events are critical to the overall financial structure of CSN and must take priority and be recognized as necessary to the functioning of the School. The funding priorities are: Annual Fund for Excellence; financial aid for students, faculty growth and development, and capital projects.

The School’s relationship with its parents, alumni, grandparents, parents of alumni, and special friends is extremely important to the success of the fundraising program. In order to minimize multiple approaches to these individuals, the Advancement Office monitors and approves all activities that involve philanthropy.

It is the intent of CSN to promote philanthropy throughout the community. In an effort to recognize that there are numerous ways for individuals to get involved in the community with and without the direct involvement of CSN, it is important to make sure that such opportunities do not put an unrealistic or undue burden on CSN families. With this in mind, the below guidelines need to be followed:

- All fundraising events on the CSN campus or which involve approaching CSN families and constituents must be approved by the Advancement Office
- Fundraising events conducted or led by individuals (administrators, faculty, students, staff) for non-profit organizations other than CSN are discouraged
- Fundraising events conducted by the student body as a whole or the faculty as a whole must be reviewed and approved by the Advancement Office

#### **Community School Regulations**

Community School of Naples assumes that its students enter the school with a serious purpose and that conscience and good sense are sufficient guides to behavior. The school expects honesty from its students. The faculty intends to develop among students a sense of responsibility for personal

conduct and for the well-being of the larger community. To that end, the school encourages freedom, within reasonable limitations, and enforces rules defining them, which are necessary to maintain relative freedom for all.

### **Morning Procedures**

Students are to be in their first class by 8:00 a.m. Students arriving after 8:00 a.m. will be considered unverified unless administration receives correspondence from a parent by 8:30 a.m. Students arriving to class after 8:00 a.m. will be marked “tardy” regardless of whether a parent calls or not.

Following four tardies to any class, the student will be assigned detention for all subsequent tardies for the duration of that quarter. Please note that a tardy to any class by more than 10 minutes, will be documented as an absence to that class.

### **Food Delivery**

Neither parent nor student are permitted to contact outside food services for the purpose of arranging for food delivery to CSN campus.

### **Leaving Campus**

In order to provide a school community that is safe, connected, and productive, students are to remain on CSN’s campus from 8 a.m. until 3:15 p.m. and are not allowed to leave the campus during lunch, advisory, assemblies, or free periods. Students whose free periods fall on the first or last period of the day (which varies based on the schedule) may be permitted to arrive late or leave early during that period only with prior parent written permission. Parents are discouraged from calling the school to excuse their students during the school day unless for an official appointment.

If a student does have an official appointment with a doctor, government agency, etc. during the school day, his or her parent must call or email Susan Headrick (x198) before the authorized dismissal. Upon return to campus, the student must provide an official note or s/he will be required to serve detention.

### **Open Campus**

Students have the benefit of enjoying an open campus during their free periods and at lunchtime. Open campus allows students to use any area of the Upper School campus, Student Union, and LMA, as long as they do not disrupt any programs. All other areas of campus, including but not limited to, the Field House, Middle School, and Lower School are only available under direct faculty supervision.

### **Pets On Campus**

Due to the fact that people have varying sensitivities, fears and allergies to animals, pets are not allowed on campus (with the exception of seeing-eye dogs).

### **Service Learning Requirement**

In keeping with the school’s mission to prepare students to become responsible, productive citizens, the upper school

program includes a service component that works to foster a greater concern and sense of responsibility for the quality of life in the community. Students’ exposure to and participation in the various offerings of both on and off campus projects allow them to earn the required hours for graduation from CSN, as well as meet the requirements for Bright Future Scholarship Program. It is the hope that through this exposure to different opportunities, students will find a volunteer position that is both interesting and rewarding and that students will realize the value of one’s contribution to the community.

For every year students are members of the Upper School, they must complete 25 hours of service. Students may arrange their own projects and/or participate in those offered through the school. To be eligible for graduation, seniors must complete and document their service learning hours by May 1.

### **Upper School Dress Code**

The goal of the Upper School Dress Code is to create a professional campus environment that supports CSN’s mission of academic excellence while allowing for student comfort. Standard Academic Dress is best summarized as “business casual” and must be followed throughout the school day. School Spirit Dress, Formal Dress, and Cold Weather Dress are also part of the Upper School Dress Code.

Students are expected to abide by the spirit in which the dress code is intended: that which supports learning and decorum on campus. Student dress should reflect positively upon CSN both on campus and on field trips. Any student attire that falls outside of the “universal expectations” of the standard, spirit, formal, and cold weather dress codes listed in detail below will be given the choice to either purchase appropriate clothes from the school or call a parent/ guardian to deliver replacement clothes to campus. Any student who is out of dress code and awaiting the delivery of replacement clothes will wait for those clothes in the Dean of Students office. Any class time missed is the responsibility of the student.

### **Universal Expectations**

- Clothing should fit a student properly. The Dean of Students will make the final determination on the appropriateness of a garment in question.
- All clothing must be clean and in good repair (“In good repair” means free from frayed edges and holes with working zippers and buttons).
- All clothes should be free from drug, alcohol, nicotine or any offensive or political references. If a question over what is offensive arises, the Dean of Students will make the final determination and act accordingly.
- Undergarments—including camisoles, underwear, boxers, brassieres, long or short spandex, and slips, for example—must be completely covered at all times.
- Clothing should not be too revealing.
- Hats may not be worn and sweatshirt hoods may not be up during class time.

knee and worn with a belt

### **Standard Academic Dress**

#### **TOPS:**

Collared shirts required for all students

- Button-down shirts (undergarments should be concealed).

#### **BOTTOMS:**

Solid color, 7-inch inseam (or longer) shorts

Denim pants (any color) free of rips or fraying

Golf skorts that measure 18-inches from waistband to hem

Skirts that fall below the knee or longer

- No bike shorts or mesh material athletic shorts
- Elastic waist shorts of the required length and material are permitted
- No sweatpants or leggings unless authorized by the Dean of Students

#### **SHOES:**

All shoes are permitted with the exception of slippers, rubber slides, and rubber clogs (such as Crocs).

- Specific classes may require specific footwear.

### **SEAHAWK SPIRIT DRESS (EVERY FRIDAY)**

#### **TOPS:**

- CSN gear provided through participation on a CSN athletic team or at the CSN bookstore and abiding by the universal expectations listed above.

#### **BOTTOMS:**

- Standard academic dress (unless otherwise authorized by the Dean of Students for a specific team). If provided through CSN athletic participation or purchased at the CSN bookstore, jogger sweatpants may be worn on Fridays.

#### **SHOES:**

All shoes are permitted with the exception of slippers, rubber slides, and rubber clogs (such as Crocs).

- Specific classes may require specific footwear

### **FORMAL DRESS**

(Worn by students for special occasions on campus when notified by the Dean of Students)

#### **TOPS:**

- Collared shirt
- Tailored blouse
- Sweater
- Blazer (optional)

#### **BOTTOMS:**

Professional skirts or dresses

- Must fall to the knee or longer
- Dress must conceal collarbone, back, and midriff

Professional pants

- Dress pants with a belt
- Tailored dress shorts that fall at or just above the

#### **SHOES:**

- Student choice with the exception of slippers, rubber slides, and rubber clogs (such as Crocs).

### **COLD WEATHER DRESS:**

On cold days, when communicated by the Dean of Students, students may wear standard academic dress long pants or CSN sweatpants. Also on such days, students may wear CSN, College, or plain sweatshirts over a collared shirt. Students may not wear "cold weather dress" unless notified by the Dean of Students and thus should be in standard academic dress.

### **Dress Code Enforcement**

Upper School faculty will conduct dress code checks every morning to ensure professional attire. Students out of dress code will be sent to the Dean of Students' office, where they will either call home for a change of clothes or will purchase approved clothing from the school store. Students will not be permitted to return to class until they are professionally dressed. A class absence due to a dress code infraction will count toward the maximum permissible number of missed classes (see section on Excessive Absenteeism). Repeated violations may result in detention. Students who adjust or change their clothing later in the day will receive a detention.

### **Driving and Parking at School**

Parents who wish to have their child drive to school must sign a release form indicating their permission for the child to do so. Student drivers must register their vehicles with Susan Headrick in the Upper School office. Students will be issued a CSN parking sticker, which must be displayed in the registered car. Driving is a privilege at CSN, and as such, those privileges may be suspended as a result of parking infractions; reckless use of vehicles on campus, including driving the wrong way on one-way streets, exceeding the posted speed limit, passing another moving vehicle, driving over fields, or violation of the school's code of conduct. If a student's driving privileges are suspended, CSN expects parents and students to respect the school's decision and make alternate arrangements for the student's travel to and from school.

Students with a registered vehicle will park on a "first come, first serve" basis in lots corresponding with the color of their permit sticker. Red stickers may park in the Field House lot. Green stickers must park in the baseball lot, east of the stadium. Students may not park in the swimming pool parking lot. Students may not park in areas designated for faculty or handicapped drivers. No parking is allowed along either of the drop-off/pick-up lanes. These are fire lanes. Violators are subject to ticketing by the Sheriff's department.

### **Use of Car Service (Uber, Lyft)**

Students or parents wishing to use a car service may do so with the understanding that such vehicles will not be permitted on campus (i.e. beyond the gatehouse). More specifically:

- Students arriving to school via a car service will be dropped off at the gate. If available, Public Safety will transport the student from that point to the field house. Students should allow extra time to arrive to their first period class by 8 a.m.
- Students leaving campus using a car service must have parental permission. The parent must contact the front office (x 198) to inform administration that a car service will be picking up his/her child. Upon receiving parental authorization, a pass will be prepared for the student. The student must come by the front office, sign out and pick up the pass. If available, Public Safety will transport the student from the front office to the gatehouse.

### **Search Policy for the Parking Lot**

By entering the school grounds, the person in charge of any vehicle consents to search of the vehicle by school officials or police officers. Search may include passenger compartment, engine compartment, trunk, and all containers, locked and unlocked, in or on the vehicle.

### **Locker Distribution and Use**

Students may be issued a locker and lock if they prefer. Although locking the locker between classes is recommended, locking the locker at the end of the school day is mandatory. Students failing to lock their locker risk loss or theft of their possessions. Students are not permitted to write on lockers or change lockers without the permission of the US Dean of Students. At the end of the school year, students are required to remove all contents and/or modifications (e.g shelving unit) from their locker and leave the combination lock on the locker.

### **Valuables**

It is recommended that students not bring valuables or large amounts of money to school. All belongings should be kept in locked lockers or on the student's person. Books and book bags should not be left on paths and walkways. The school does not assume or accept responsibility for loss of or damage to personal property.

### **Health and Medical** (as directed by School Nurse)

#### *Physicals and Immunizations*

Florida statute 1003.22 requires that each child initially entering a public or private school present documentation of a physical exam performed within one year prior to enrollment. Immunizations are also mandated by the Florida Department of Public health and must be provided prior to the first day of school for all students. Immunizations must be on Form D680 and signed by a doctor or printable by the school from the Florida Shots web site. Exemptions must be on Form DH681 and signed by a Health Department Administrator or Designee.

### *If your child wakes up sick on a school day*

Please call the school prior to 8:30 a.m. and let the office know of your child's absence on each day your child will not attend school. Please do not send your child to school with a bad cold or the flu. Students must stay out for one full day after presenting with fever, vomiting, and/or diarrhea. Students are able to return to school once they are symptom free without the aid of medication.

### *Medical/Health Condition & Injuries*

The school nurse must be informed if your child has any medical or health condition (ex. Diabetes, life threatening allergies, asthma, etc.). The school nurse develops individual health care plans for children with medical conditions and can discuss any necessary plans or accommodations with the child's teachers. If your child has been hospitalized, has surgery, is diagnosed with a concussion, or sustains an injury requiring the use of crutches/splint/brace/cast while in school, please inform the nurse before the child returns to school. A note from the doctor may be required.

### *If your child should become ill during the school day*

The school nurse is not equipped to care long-term for children with fevers, vomiting, or diarrhea. If a student is observed to be ill, or complains of illness, the teacher will send the student to the Nurse's Office. Parents will be called if the nurse deems appropriate. If a student is unable to attend class due to an injury or illness, a parent or designated responsible guardian should be available to pick the child up within 30 minutes from the time the nurse notifies the parent/guardian.

### *If your child has a contagious illness*

Please call the school and notify the nurse immediately if your child is diagnosed with conjunctivitis (pink eye), strep throat, head lice, chicken pox, Fifth's disease, the flu, respiratory infection, impetigo, staph infection, rash, or any other infectious type illness. Please have your child's health care provider sign a note approving the student's return to school.

### *Medical Emergencies*

In addition to our school nurse, many staff members are trained in CPR/AED and First Aid. In an emergency, all efforts will be made to contact a student's parent or guardian. If necessary, children will be transported by ambulance to the closest hospital.

### *Medication*

No over the counter medication may be given by school personnel without the signed permission of a parent or guardian. In addition, prescription medication will require the signed permission from the parent or guardian and a Florida licensed physician.

All medications must be brought to the nurse's office by the parent or guardian in the original current container or prescription bottle. By Florida school regulations, we must dispose of any medications that are received in anything other than the original, current container or prescription bottle.

Pharmacists are usually more than willing to divide a prescription between two bottles. No medication of any type may be sent to school in a student's possession. However, if a student must carry an Epi-Pen for severe allergies or an inhaler for asthma with him/her at all times, a letter from a doctor is required. Students with diabetes utilizing the insulin pump should communicate their individual circumstances with the nurse.

### Emergency Weather Closing

In the event of inclement weather, Community School of Naples follows the Collier County Public School's Emergency Plan for school cancellation. Parents should listen to the local radio stations for announcements and instructions.

### Student Behavior Not Previously Covered

Any action on the part of a student that would jeopardize the health, safety, welfare of our school community, not previously cited, may result in that student being removed, suspended, or dismissed.

### Attendance Policy

The classroom is the core of the school learning experience. We strongly discourage parents from enabling their children to miss classes for arbitrary reasons. When a student misses class, he or she misses a planned progression of subject information as well as the conceptual process of learning new material. We feel strongly that each student contributes to the learning experience of the entire class, and their absence impedes this process.

Daily attendance is absolutely essential to assure a quality learning environment, and students are expected to meet their required appointments punctually. Required appointments include classes, assemblies, athletic practices, rehearsals, service learning trips, scheduled meetings with faculty and administrators, etc. Students who miss an appointment will be considered absent, and if absences accumulate, the student will serve detention.

Teachers are expected to report classroom attendance to the Dean's Office on a daily basis. A teacher may not excuse an individual student for non-academic purposes from any part of a scheduled class.

### *Excessive Absenteeism*

Because of the critical importance of classroom attendance in terms of promoting academic success, the school expects that students will meet all commitments and meetings. Students who are absent an excessive amount of time will jeopardize their grade(s) and/or credit in a class or classes.

**The school considers ten (10) or more absences per semester per class to be excessive.** Excessive absences (not counting school-related) from a class during the course of a semester **will result in an automatic grade reduction of ten points, or one grade level** (i.e. A to B, B- to C-). The grade will be further reduced as follows for each additional five (5) unexcused absences in a given class per semester: B+ to B, B to B-. An

appeal may be made to the Attendance Review Committee for extenuating circumstances, such as a prolonged documented illness. Medical documentation verifying an illness should be received no later than 48 hours after the student returns to school healthy.

Parents are strongly urged to consider this policy when planning medical appointments, extended vacations, participation in non-CSN athletic events/tournaments, etc.

### *Types of Absences*

**School-Related:** A school-related absence which is pre-arranged and approved ahead of time is considered excused and does **not** count toward the nine permitted absences per semester (see "Excessive Absenteeism" on page 14). Examples of school-related absences include, but are not limited to, CSN-sponsored academic and athletic events, school-sponsored field trips, and permitted college visits if properly documented (see "College Campus Visit" below).

**Parent Verified:** All absences should be verified by a parent, which entitles students to make up work. Absences should be verified on the day of by 8:30 AM by calling or emailing the Upper School office (x 198). Without official documentation, these absences do still count toward the permitted 9 absences each semester.

**Unverified:** An absence not confirmed by a parent by 8:30 AM will result in a permanent grade of 0% for any work collected and/or completed in class that day.

**Excused:** If a student misses school due to illness, he/she must provide a doctor's note within 48 hours of returning to campus. These absences will not count toward the permitted 9 absences per semester. However, the absence **will** count if documentation is not provided to the school within 48 hours.

### *Absences During School*

While students are not allowed to leave campus for any reason (see page 12), those who have an official appointment during the school day are required to bring to the upper school office prior to 8:00 a.m. a note (or email) signed by a parent or guardian, requesting permission for the student to miss part of the school day. The correspondence should explain the necessity of the appointment. The school assumes that parents and students realize the importance of keeping to a minimum any appointments that may interrupt the academic day. Students are required to sign out and back in if they are returning to school with proper documentation to avoid detention.

Students anticipating a conflict with any scheduled school appointment should consult with the Dean of Students regarding how to arrange the absence.

### *College Campus Visit*

Students who are in good academic and disciplinary standing are permitted to miss a set number of class days per year for the purpose of traveling to and visiting colleges. **Seniors are permitted five class days per year, and second-semester**

**juniors are permitted three class days per year.** The student must obtain a Pre-arranged Absence Approval form and submit this completed form to the Dean of Students prior to the visit. Students must also obtain the required Verification of College/University Campus Visit form from their college counselor, complete the form, and return it to their counselor upon completion of their visit. Additional days for required scholarship interviews and orientation programs for students accepted by a college will be handled on a case by case basis. All college visits must be completed by May 1. Students who are admitted through an Early Decision or Early Action program will not be allowed to miss a class for a college visit subsequent to their acceptance unless they receive an invitation to an on-campus program for admitted students. In such a situation, students must submit a copy of their invitation and/or a description of the program to the College Counseling Office and Dean of Students in order to obtain the necessary permission.

### *Tardiness*

Following four tardies to any class, the student will be assigned detention for all subsequent tardies for the duration of that quarter. Please note that a tardy to any class by more than 10 minutes, will be documented as an absence to that class. Such absences will count toward the maximum total permitted (per class, per semester). See previous section on Excessive Absenteeism.

### *Extracurricular Activities*

Students must be on campus for at least four hours to participate in any extracurricular activities. This includes both practices and competitions for athletics, academic teams, performances, etc.

### **Make Up Policy**

Students who have been absent are expected to make up tests, quizzes, class and homework within a reasonable amount of time in collaboration with their teachers and the Dean of Academics. Students who neglect their makeup work can expect an academic penalty.

### **Health Leave Policy**

Community School of Naples has developed a Health Leave Policy to support and facilitate families obtaining care for their children while aiming to minimize long-term consequences to their child's academic standing. If a student reaches a point where s/he has missed 20% of any or all classes because of a health-related issue, an end-of-quarter or semester review will be required to determine whether a health leave should be initiated. If the staff involved in the review anticipates that a health leave will extend beyond three weeks, a determination will be made about the likelihood of the student's being able to return to school to complete the academic year. Return from a health leave is contingent on agreement of the school and recommendation of the health care provider. The school will also determine what portion of the missed academic work has been made up, and the student's status upon return.

### **Extended Parent Absence**

Parents or guardians on an extended absence from the home will need to leave emergency contact information with the Dean of Students. This information will include the length of absence and the name and contact number(s) of those responsible for the student's care during parent absence.

## **STUDENT CONDUCT & DISCIPLINE**

The principle that students can learn from their mistakes and should be given the opportunity to do so forms the framework of consequences for social misconduct. Students will be disciplined with compassion, appropriate speed, and the intent to rehabilitate. Disciplinary action will be fair and effective based on clearly stated behavioral expectations and consequences. The school's rules and the consequences and procedures for their violation will be disseminated and applied consistently to ensure that consequences are predictable. The Dean of Students is in charge of administering the discipline policy of the school. In making decisions concerning discipline, the individual student and his/her problems will be given full consideration in terms of his/her action on the total school environment. Students will be handled in an equitable and unbiased manner that is fair to all. All resources available to the school through the community will be employed to assist the student with his or her problem. It should be kept in mind that Community School is an independent school and not subject to the same rules as public schools. The discipline system is not intended to be a "trial" as contemplated by a court system, and rules of evidence do not apply.

### **Disciplinary Infractions**

- Acting with reckless endangerment: Students may not engage in dangerous pranks or activities that pose a threat to them or other members of the community
- Altering official records
- Behaving inappropriately or displaying excessive affection.
- Being disruptive or disrespectful during a class or school activity.
- Being excessively tardy (5 or more per quarter) to any class or campus obligation/appointment or skipping class entirely.
- Causing disruption with electronic devices, such as a personal audio device, electronic games, or cell phone.
- Failing to lock student locker at the end of the school day.
- Fighting or physical aggression which includes but is not limited to hitting, kicking, pushing, or any other act of physical aggression, intimidation, or fighting
- Forgery
- Harassing, cyber-bullying, or hazing
- Improperly operating or parking a motor vehicle on campus

- Not signing out when leaving school, not signing in when returning, or leaving campus without school permission.
- Participating in a school-related event or activity after failing to attend a class or classes on the day of the event or activity.
- Plagiarizing any assignment
- Possessing unsafe objects: In order to insure the safety of our students, CSN does not allow students to place themselves or others in danger through their actions or possessions. Possession of weapons or dangerous devices is forbidden. This includes but is not limited to the following: guns, ammunition, knives, air rifles, slingshots, paint ball guns, razors, chemical irritants (i.e. pepper spray), box cutters, and other similar devices. This includes a replica or facsimile of any of the above items.
- Possession of a cell phone during an in-class assessment (i.e. test, quiz) unless specifically allowed by the teacher
- Repeatedly disregarding school rules
- Retaliating and making false charges: any form of retaliation, including, but not limited to, any form of intimidation, threats, reprisal, false accusations, or harassment is in itself a violation of this policy and will be treated accordingly. Similarly, if a member of the community knowingly brings false charges of sexual harassment against another, that too, will be considered a violation of this policy and will be treated accordingly.
- Stealing or vandalism
- Tampering with computers (see page 20)
- Unauthorized publicizing and distributing of materials
- Using an unauthorized cell phone or texting during class.
- Using Artificial Intelligence in an unapproved way
- Using or possessing cigarettes, electronic ("vapor") cigarettes, or any other form of tobacco
- Using profanity or other inappropriate language.
- Violating CSN's Substance Abuse Policy (see page 18)
- Violating fire regulations: Using a lighted flame on campus or illegally pulling a fire alarm
- Violating the Good Citizenship Agreement (page 10)
- Willfully disobeying or disrespecting a faculty/staff member.
- Any other misbehavior that negatively impacts the experience of other community members.

**Note:** Any criminal or morally inappropriate or offensive behavior, irrespective of where or when such behavior occurred, is subject to discipline at the discretion of the School.

### **Discipline Process**

When a violation is reported, the Dean of Students may conduct an investigation depending on the seriousness of the accusation. If the investigation determines that a violation did in fact occur, the Dean of Students will determine appropriate next steps.

In cases of particularly egregious misconduct, the Head of the Upper School and Head of School have the authority to act unilaterally and immediately for the benefit of the school. In all cases, the decision of the Head of School will be final and not subject to further review.

### **Consequences for Disciplinary Infractions**

A single violation of a school rule that neither breaches expectations of honorable decorum nor negatively impacts the experience of others warrants a conversation with the advisor and/ or the Dean of Students. This conversation is intended to coach the student to avoid repeating their mistake and is recorded as a warning (no points).

Responses from the School may include:

- Referral to the Director of Guidance Counseling
- Advisor check-ins
- Communication between CSN and home

A repeated violation of a school rule that neither breaches expectations of honorable decorum nor negatively impacts the experience of others warrants an accumulation of at least one point and a conversation with the Dean of Students alongside the student's advisor.

Responses from the School will include:

- An accumulation of Conduct Points
- Communication between CSN and home

Responses from the School may include:

- Referral to the Director of Guidance Counseling
- Advisor check-ins
- Additional Dean of Students check-ins
- Detention
- An Honor Council hearing
- Other academic or behavioral interventions

Chronic violations (more than two) of a school rule that do not breach expectations of honorable decorum or negatively impact the experience of others warrant a conversation with the Dean of Students and an accumulation of at least one point.

Responses from the School will include:

- An accumulation of Conduct Points
- Communication between CSN and home
- Advisor check-ins
- Additional Dean of Students check-ins
- Other academic or behavioral interventions

Responses from the School may include:

- Referral to the Director of Guidance Counseling
- Detention
- An Honor Council hearing

A gross violation of a school rule (that which is complete, blatant, or significant) is any single violation of a school rule when a student's behavior—intentionally or unintentionally—

breaches expectations of honorable decorum or negatively impacts the experience of others.

Responses from the School will include:

- A full investigation by the Dean of Students
- An accumulation of Conduct Points
- Communication between CSN and home
- Advisor check-ins
- Additional Dean of Students check-ins

Responses from the School may include:

- Referral to the Director of Guidance Counseling
- Detention
- An Honor Council hearing
- Other academic or behavioral interventions, **including ISS, OSS, or separation from CSN**

### **Conduct Points & Behavioral Status**

When disciplinary infractions occur, one potential consequence is the accumulation of a Conduct Point. A student's total count of these Conduct Points, as well as the description of each violation, can be viewed by parents and students on Blackbaud at any time.

If, during an academic school year, a student receives five notable Conduct Points, the student will be placed on Behavioral Warning for the remainder of the school year. Parents will be notified in writing and asked to attend a conference at school.

If the student receives another conduct point while on Behavioral Warning, the student will appear before the Honor Council, where the Honor Council will review all discipline entries and determine appropriate consequences.

If the student receives additional Conduct Points after appearing before the Honor Council as described above, the student will be placed on Behavioral Probation. Parents will be notified in writing and required to attend a conference at school. Behavioral Probation includes a hold on a student's re-enrollment contract, which will only be released with sufficient improvement.

### **Honor Council**

When a student accumulates an additional point while on Behavioral Probation, or when any gross violation is reported, the Dean of Students may call a meeting of the Honor Council and establish a date, time, and place for the hearing. The Dean of Students will contact the student's parents and inform them about the incident, the accusations made against the student, the procedures for the Honor Council hearing, and the date, time, and place of the hearing.

The student will come to the Upper School Office at the time of the meeting along with a faculty advocate of his or her choosing. Parents may arrive with the student, but they may not attend the meeting. Parents may provide a written statement on their student's behalf to be shared with the Honor Council before their deliberation.

The Dean of Students will facilitate the hearing, but he/she will neither vote nor remain present for the deliberation. The voting members of the Honor Council include one faculty member and six students. On some occasions other faculty members or students may be called to attend by the Dean of Students when their presence would be necessary to represent fully and fairly the facts in the case. Any additional attendees will be dismissed before deliberation begins.

The student and his/her advocate will speak with the members of the Honor Council about the incident and the context of the violation. Council members will ask any questions about the incident during the meeting. After hearing from everyone involved in the case, the Dean of Students, the student, and the faculty advocate will all leave the room. The remaining members of the Honor Council will then deliberate in private.

If it is found that the student has indeed violated CSN Code of Conduct, the Honor Council will make their recommendations for consequences to the Dean of Students and the Head of Upper School. The Head of Upper School will make the final decision. The Dean of Students will inform the parents and student of the recommendations of the Honor Council within one day of the hearing. In such cases involving expulsion, an appeal will be granted to the Head of School.

### **Detention**

Detention will be assigned (with advance notice) on Friday afternoons from 3:30 p.m. to 4:30 p.m. and will involve monitored campus cleanup. The use of electronics during this time (i.e. phones) are not permitted.

Participation in an after-school activity (athletics, theater, etc.) does not excuse the student from attending detention. However, upon written request from a parent, a student's detention can be moved to another date. Such a courtesy will be extended once per quarter.

### **In-School Suspension (ISS)**

A student assigned to in-school suspension is prohibited from participating in any extracurricular activities for the day(s) assigned. Absences from classes while in ISS will count toward the maximum number of absences permitted per class, per semester. See section on Excessive Absences.

### **Out-of-School Suspension (OSS)**

A student assigned to OSS is prohibited from participating in or attending any extracurricular activities for the day(s) assigned. Absences from classes while in OSS will count toward the maximum number of absences permitted per class, per semester. Any missed work during OSS is to be submitted either electronically to the teacher or in person the day the student returns (based on teacher preference), and missed in-class assignments like tests and quizzes will be made up at teacher's discretion.

### **Reporting Discipline to Colleges**

Colleges and universities rely on college counselors to provide an honest appraisal of our students and expect to be notified by secondary schools of serious disciplinary actions taken against applicants. Community School of Naples maintains relationships with colleges and universities based on mutual trust and honesty. As members of the National Association for College Admission Counseling (NACAC), our college counselors adhere to the *Guide to Ethical Practice in College Admissions*. **While Community School of Naples does not report minor disciplinary infractions a student may incur (detention or ISS), students are counseled to self-report major infractions that resulted in Out-of-School suspension.** Students are expected to act honestly and ethically in disclosing discipline infractions to colleges and universities throughout the admissions process, including any major infractions incurred after acceptance.

### **Student Conduct During Athletic Functions**

CSN students are expected to uphold the school's values and code of conduct whenever and wherever they are representing CSN, including before, during, and after athletic practices and games. In the event that a student-athlete fails to represent the school's core values during an athletic function, the team's coaching staff and/or Athletic Department will conduct an investigation, which may include interviewing teammates, coaches, parents, etc. Any consequence(s) incurred by the student-athlete will be determined and administrated by the athletic department and/or the team's coaching staff.

### **Substance Abuse Policy**

#### **Statement of Policy**

Community School of Naples strongly believes that alcohol and drug use is a threat to the well-being of our students and a highly disruptive and dangerous element on campus. Community School's alcohol and drug policy governs students when they are:

- On campus or in the immediate vicinity, as described in the Drug-Free School Zone Law (below), before, during and after the school day.
- On school-sponsored trips, meetings, performances and games, regardless of location, and any travel to and from Community School in connection with these events.
- Attending dances, plays, social events, and athletic events held at and/or sponsored by other schools.
- Using off-campus senior cards during the school day.
- The school reserves the right, with "reasonable suspicion," to search at any time lockers, vehicles, classrooms, persons, clothing and other student possessions.

Any student found to have remained in the company of another student who was clearly using, consuming, distributing, selling or possessing drugs, tobacco, or alcoholic beverages while under the jurisdiction of CSN, may also be in violation of the school's drug and alcohol policy. Any CSN

student found guilty of any offense involving the sale and/or distribution of drugs whether on or off campus will be immediately dismissed.

### *Drug-Free School Zone*

Florida Statute 893.13(e) Drug Free School Zone Law states: It is unlawful for any person to sell, purchase, manufacture, or deliver a controlled substance in, on, or within 1,000 feet of the real property comprising a public or private elementary, middle, secondary school, junior college, community college, college or university. Any person guilty of such an act will be sentenced to a minimum term of imprisonment of 3 calendar years and shall not be eligible for parole or statutory gain-time prior to serving such minimum sentence.

### *Florida State Laws*

Students and parents are reminded that they must obey both state and federal laws. In cases where a student's private behavior constitutes a first degree misdemeanor or felony, as defined by the State of Florida, whether or not the student is arrested or convicted, he or she may be subject to suspension and/or expulsion, and the school may, at its election, terminate and/or revoke the student's enrollment contract. The laws of the state of Florida provide that:

- It is illegal to serve alcoholic beverages to minors (under age 21.) Florida Statute 562.11
- An adult may be arrested for allowing a party at which drugs or alcohol are possessed or consumed by a minor. Florida Statute 856.015
- An adult who furnishes alcohol to a minor has aided and abetted in the commission of a misdemeanor and is therefore criminally liable as a principal in the first degree. Florida Statute 562.111 and 777.011
- An adult who serves alcohol to a person under 18 may be criminally liable for contributing to the delinquency of a minor. Florida Statute 827.04

### *Early Intervention*

CSN believes that early intervention is critical in prevention and treatment of drug and alcohol problems. If a student or his or her family recognizes an ongoing problem with drugs, tobacco and/or alcohol and brings this to the attention of the school before evidence of use or abuse has been identified by a representative of CSN, the school will attempt to support the student's continuing education at the school. This support may include advising the student to undergo professional evaluation and treatment based upon the evaluation. A student who subsequently violates the school's drug and alcohol policy retains the privilege of whatever confidentiality the school has previously provided, if any, for past conduct but the student is not immune from the school's disciplinary response to the student's conduct.

### *On-Campus Violations*

While CSN is aware of, but does not condone, the use of these substances off-campus, we are particularly concerned with student use on campus, which suggests a serious problem. Specifically, any student found to have used, consumed, or

possessed alcohol, drugs, tobacco, or related paraphernalia (including e-cigarettes, vapes, JUULs, and other products which may dispense illegal substances) while under the jurisdiction of Community School is guilty of a Major Infraction of CSN's Code of Conduct.

Students caught using, consuming, or possessing one or more of these substances on campus will be sent, at the election of the school, to the nurse's office, where the nurse will administer a urine drug test. By attending CSN, the student consents to this procedure. Parents will be informed, and results will be processed in a timely manner and shared with both the family and the school. Failure to complete the drug test at CSN will result in three days of OSS, notation in the student's permanent record, and a report to colleges.

If the drug test comes back positive for any substance (whether or not consumed on campus), the student will be required to complete a drug and alcohol evaluation at the expense of the parent. Results of this evaluation must be shared with a member of CSN before the student will be permitted to re-enter the school. In the event that a professional evaluation concludes that treatment and/or random drug testing is appropriate, CSN may require that the student comply with the requirements of the program as a condition of continued enrollment. Successful adherence to the support plan may negate, at the election of the school, any appearance before the Honor Council specifically related to using or possessing an illegal substance on campus. The student will still be subject to a less-serious disciplinary consequence as determined by administration, likely in the form of detention or in-school suspension.

If the drug test comes back negative, outside counseling may still be recommended by the school, and the student will be subject to a less-serious disciplinary consequence as determined by administration, likely in the form of detention or in-school suspension.

It is the school's hope, in taking this issue seriously, to provide confidential help and support to any student who may be struggling with substance abuse. So long as the student is seeking professional help and complying with school policy, s/he can remain in good standing as a student at CSN. A repeat offense, at any point in his/her CSN career, suggests the school is no longer able to effectively serve the student, at which point the student will be asked to withdraw.

### *Partnership Between School And Home*

Consistent with CSN's value of community and concern for others, we believe that there are instances in which social gatherings beyond the school call for our attention and response. While it is not our intention to replace parental responsibility for and guidance of the actions of students, we feel that we would not be fulfilling our school's mission if we did not communicate with parents and express our concerns.

Parents should be present at all parties. Parents are legally responsible for the health and safety of children they entertain and should feel neither guilty nor embarrassed about

establishing their own house rules and insisting that they are respected. Parents and guests should not hesitate to call if they are unsure about the presence of chaperones at a party, and hosts should respect such a call as a legitimate expression of concern and support for children. Students, for their part, should understand that they are guests and behave accordingly.

### **Technology Guidelines**

#### ***Cell Phone Use***

The use of cell phones is permitted on campus with the following exceptions: during detention, break meetings and any other required appointments. The use of cell phones in a class is only allowed under the direction of the teacher. It is each student's responsibility to demonstrate respect for others and insure that their cell phone does not interfere, interrupt or distract at any school meeting or function. Students may not have access to cell phones during classroom and/or standardized testing.

#### ***Devices With Built-In Cameras***

- Camera devices may not be used unethically or illegally.
- Camera devices may not be used to photograph another person who has a reasonable expectation of privacy without that person's knowledge and consent.
- Camera devices may not be used in a way that would violate another person's copyright.
- Camera devices may not be used to harass or intimidate another person or to invade another person's privacy.
- An image taken using a camera device may not be published, broadcast, or transmitted to any other person, by any means, without knowledge and consent of each person appearing in that image who had reasonable expectation of privacy at the time the image was recorded, or the person who owns the copyright in the material appearing in that image.
- The school reserves the right to search the history of a student's social media contacts on his/her phone. This includes text messages sent and received.
- Camera devices may not be used in any classroom without a teacher's or administrator's written permission.
- Such permission will state the specific purpose for which the camera device may be used and the specific date(s) on which the camera device may be used. Camera devices may not be used in any locker room, restroom, or any place where other people have a reasonable expectation of privacy.

#### ***Smart Watches & Other Wearable Devices***

Wearable devices like the Apple Watch may not be worn in classrooms without the consent of the classroom teacher. As with cell phones, when requested by the teacher, they are to be submitted to the teacher at the start of the class. Items not submitted to the teacher (if/when requested) will be confiscated and turned in to the Office of the Dean of Students for the remainder of the school day.

### **Photography**

Community School reserves the right to photograph its students, faculty, and staff in connection with the activities of the School and to reproduce such images to promote, publicize, or explain the School or its activities. This includes the right, without limitation, to publish such images in promotional materials such as marketing and admissions publications, advertisements, fund-raising materials, and any other school-related publication. These images may appear in any of a wide variety of formats and media now available or that may be available in the future, including but not limited to print, broadcast, and electronic/online media. Parents who do not wish to have their child included in the above coverage should contact the communications office.

### **Acceptable Use Policy**

All persons using CSN computers, computer systems, or personal computers on school property or over the school's systems are required to abide by the following rules. Failure to do so may result in the revocation of access privileges and disciplinary action. All computers should be used in a responsible, ethical and legal manner. The school reserves the right, with probable cause, to search the Internet history and a student's social media contacts (i.e. Facebook, Instagram).

**Purpose:** The purpose of providing access to the Internet and the school's computer systems is to support research and provide unique educational opportunities. The use of such resources should be limited to those school-related activities that support academic and educational objectives.

**Privilege:** The use of the school's systems is a privilege. Inappropriate or illegal use of the school's system or of the Internet will result in loss of the privilege and disciplinary action.

**Internet Access:** The school community—students, faculty, administrators and staff—have the privilege of full access to the Internet. CSN encourages students and teachers to use the Internet to expand their knowledge. The Internet allows users to send and receive email, to log onto remote computers, and to browse databases of information. It also lets users send and receive files and programs contained on other computers. Files are not to be downloaded to the school's local or network hard drives. Students who try or are found to have circumvented the CSN web filtering/Internet access will result in disciplinary action and be dealt with immediately by the administration.

Downloading of peer-to-peer files is prohibited. Although the school provides blocking of inappropriate websites, no filtering system is foolproof. Therefore, we expect users to act responsibly in their searches and to immediately disengage from any materials that are inappropriate and to report the situation to the administration.

Although the school cannot effectively restrict the content of information obtained by students via the Internet, obtaining material that is explicitly labeled not intended for minors will

be considered a major violation of school rules. Likewise, students must not use any electronic device to photograph, record or publicly display images of other students without their consent. Furthermore, making public or passing on of any material that is pornographic, violent in nature, or otherwise harassing is wholly and completely unacceptable and will be dealt with immediately by the administration.

**Internet safety:** Students should always keep personal information private and never share it (address, telephone number, name of school, address of school, date of birth, Social Security Number, credit card number, etc.) over the Internet. Students also should not meet with someone that they have contacted online without prior parental approval. Safety is the responsibility of the parent and student. CSN is not liable in any way for irresponsible acts on the part of the student.

**Pirated Software:** The term “pirated software” refers to the use and transfer of stolen software. Commercial software is copyrighted, and each purchaser must abide by the licensing agreement published with the software. There is no justification for the use of illegally obtained software. The school will not, in any way, be held responsible for a student’s software, legally or illegally obtained, that is brought to school for personal use.

**Network Access:** Accessing the accounts and files of others is prohibited. Attempting to impair the network, to bypass restrictions set by the network administrator, or to create links to the school’s website is prohibited.

Obtaining another student’s password or rights to another student’s directory or email, whereby a student may inadvertently leave a computer without logging out, is prohibited. Using someone else’s password or posting a message using another’s log-in name is a form of dishonesty, just as is plagiarism or lying, and will be treated as an Honor Code violation.

**School’s Right to Inspect:** CSN reserves the right to inspect user directories and Internet history for inappropriate

files/material, to remove them if found and to take other appropriate action if deemed necessary, including notification of parents. Do not assume that any messages or materials on the school’s systems are private.

**Email:** Email transmits a form of electronic information, representation of a page or message from one location to another. It should be clear that electronic mail cannot be used to harass or threaten others.

Email messages must not include personal attacks and should not contain any language or content that the author would not be willing to share from the podium at a school break meeting. Students should be made aware that a deleted email can be undeleted. Inappropriate emails, such as mass emails, advertising, or spam, are prohibited.

**Viruses:** Every effort is made by the school to keep our system virus free. Even with the best techniques, however, computer viruses can be transmitted to and from any computer. CSN is not responsible for the transmission of any virus or for damage suffered from a virus.

**Computer Care:** Members of CSN community will not abuse, tamper with, or willfully damage any computer equipment, use the computer for other than appropriate school-related work, or bring food or drink into any computer area. Any intentional acts of vandalism will result in disciplinary action. Students will be held responsible for replacement or repairs.

**Reporting Requirements/Discipline:** Any student, who accesses inappropriate material on the Internet, receives harassing, threatening, or inappropriate materials via email or on the Internet, must immediately report the concern to the Dean of Students so that the situation can be investigated and addressed appropriately. Students who violate any aspect of this Acceptable Use Policy will be subject to appropriate disciplinary action and will lose computer or Internet privileges.





# Upper School Curriculum Guide

## 2024-2025 Academic Year

### Upper School Academic Team

#### Administration

Mr. Brooks Fleming	Head of Upper School
Mr. Rich Melamed	Dean of Academics
Mr. Hunter Wight	Dean of Curriculum and Ed. Tech.

#### Department Chairs

Dr. Lisa Scherff	Capstone
Mr. Sean Headrick	Computer Science & Engineering
Dr. Craig Phimister	English
Mr. Dan Heck	Fine & Performing Arts
Ms. Cynthia Preston	Mathematics
Ms. Laura Panek	Science
Ms. Sue Herting	Social Science
Ms. Fabiola vonHollen	World Languages & Cultures

# CSN SCHOLARS PROGRAM

## CSN Scholars Program

The CSN Scholars Program provides students who are particularly focused and engaged in a certain area to explore these interests in depth through guided coursework, extracurricular opportunities, and rigorous, independent research. The application process begins in the fall of sophomore year, with program selections determined the following spring. Students who successfully complete all requirements in a Scholars Program will graduate with distinction. Students may only pursue one concentration.

## Creative Scholars

The goal of the Creative Scholars Program is to marshal the creative energies of the students to create original student work. This can be anything from a screenplay or musical score to an art exhibit or poetry slam. Students should be talented and passionate in either the Written, Visual, or Performing Arts and be dedicated to completing additional coursework in these areas. Each spring, the Creative Scholars cohort will put on an original, student-led production, with each member of the cohort contributing in the area(s) of his or her strength. Students interested in pursuing one of these areas in college are encouraged to apply, since the goal of this program is to create a body of work that can be submitted as a portfolio to post-secondary institutions.

### *Creative Scholars Requirements*

In addition to CSN's standard graduation credit requirements, the following are required for the Creative Scholars distinction:

- Maintain a 4.0 weighted GPA in all English and Art courses.
- Complete a portion of required service hours in a Creative area (writing, the arts, etc).
- Contribute to the *Tessera* student publication.
- Complete the course Advanced Topics in Creative Studies.
- In addition to the two credits required for graduation, earn at least three more credits in Fine and Performing Arts courses.
- Showcase your original work, whether written, visual, or performance during your senior year.

Any exceptions to the above requirements must be approved by the Creative Scholars Committee.

## Global Scholars

The goal of the Global Scholars Program is to inspire students to explore global issues more fully both in the classroom and through community and international learning opportunities. This program will identify students interested in pursuing Global Studies or wishing to distinguish themselves by showing greater international preparedness and competency, achieved through fostering an understanding of the world, its

people, and the issues that affect the quality of life enjoyed. Students who fulfill the requirements of the three-year program will earn a Global Scholars endorsement on their CSN diplomas, attesting that they have completed requirements within each of the following rigorous areas: cross-cultural experience, service learning, world language proficiency, specialized global coursework, interdisciplinary Capstone course, and local community participation.

### *Global Scholars Requirements*

In addition to CSN's standard graduation credit requirements, the following are required for the Global Scholars distinction:

- Maintain a 4.0 weighted GPA in all Social Science and World Language courses.
- Earn at least four credits in World Language courses, including at least one AP World Language course.
- Earn at least five credits in Social Science courses. Along with the three core Social Science courses, students must earn two credits from among the following:
  - AP Art History, AP Economics, AP European History, AP Government, AP Human Geography, AP World History
- Participate in at least one CSN Global Exchange opportunity, which involves both hosting an international student for two weeks and living with him/her for another two weeks. Need-based financial aid is available.
- Regularly participate in at least one Social Science or World Language competition team for at least three years, including at least one year of Model U.N.
- Earn the Seal of Biliteracy.
- Be an active member of either the Social Science or World Language honor society.
- For the CSN Service Learning requirement (100 hours by graduation), at least a third of these hours should be related to an international topic, location, or organization.
- Complete AP Research, focusing on a global topic.

Any exceptions to the above requirements must be approved by the Global Scholars Committee.

## Human Performance Scholars

The goal of the Human Performance Scholars Program is to introduce students to the multidisciplinary nature of sport science. It will provide an understanding and overview of the role and importance of sport, exercise and health. Human performance as a discipline, and the needed skills in various sub-disciplines will be examined along with career opportunities. Possible career areas include athletic administration, athletic training, sport psychology, strength & conditioning, personal training, coaching at high school and collegiate levels, and occupational/physical therapy. Students will be required to do an internship in their area of interest. This blend of coursework, research and practical experience

will assist the student in determining their specific interest in the Sport and Exercise Science field.

### *Human Performance Scholars Requirements*

In addition to CSN's standard graduation credit requirements, the following are required for the Global Scholars distinction:

- Maintain a 4.0 weighted GPA in all Human Performance courses.
- Letter in or manage a CSN sport for at least three seasons. This can be the same sport or different sports.
- Complete at least one sports-related internship or program over the course of a summer.
- Complete at least a third of CSN's required service hours (100 hours by graduation) with a sports-related organization, both on- and off-campus.
- Earn four credits in the following Human Performance courses, which cannot count toward another graduation requirement:
  - Applied Sport Psych. & Contemporary Issues in Sport, AP Research, Anatomy and Physiology Honors, AP Economics, Statistics or AP Statistics

Any exceptions to the above requirements must be approved by the Human Performance Scholars Committee.

### **STEM Scholars**

The United States has developed as a global leader, in large part, through the genius and hard work of its scientists, engineers, and innovators. In a world that's becoming increasingly complex, where success is driven not only by what you know, but by what you can do with what you know, it's more important than ever for our youth to be equipped with the knowledge and skills to solve tough problems, gather and evaluate evidence, and make sense of information. These are the types of skills that students learn by studying science, technology, engineering, and math—subjects collectively known as STEM.

The goal of the STEM Scholars program is to immerse students in the world of math, science, engineering, and computer science studies. Although opportunities for growth are available for all students in these areas, the STEM Scholars program will help students make connections between various courses with an emphasis on problem solving, exploring through experimentation, research-based learning, and applying their skill base in activities that extend beyond the classroom.

### *STEM Scholars Requirements*

In addition to CSN's standard graduation credit requirements, the following are required for the STEM Scholars distinction:

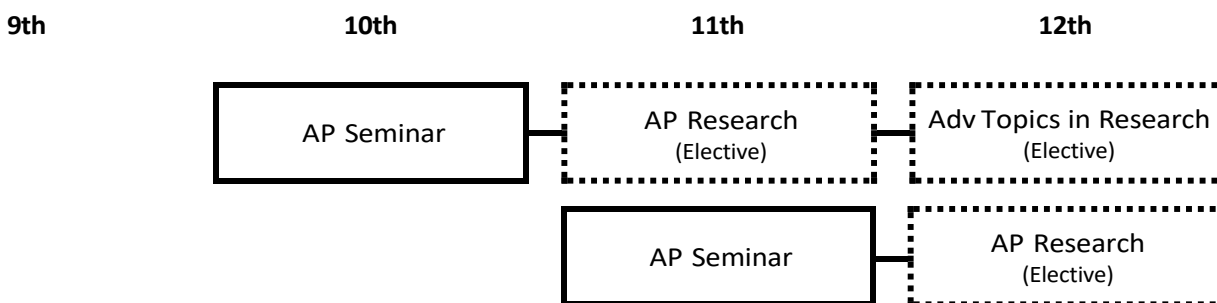
- Maintain a 4.0 weighted GPA in all STEM courses.
- During the summer after sophomore and/or junior year, participate in an approved, STEM-related internship, summer course, or service learning opportunity.
- Complete the following core Science courses:
  - Biology Honors (or AP Biology if Biology was taken freshman year)
  - Chemistry Honors
  - Physics Honors or AP Physics C
- Complete the following Computer Science course:
  - AP Computer Science Principles or Computer Science A
- Complete the following core Math courses:
  - Geometry or Geometry Honors
  - Algebra 2 or Algebra 2 Honors
  - Pre-Calculus or Pre-Calculus Honors
  - AP Calculus AB or AP Calculus BC
- Earn at least three credits in the following STEM courses:
  - Advanced Topics in Anatomy
  - Advanced Topics in Computer Science
  - Advanced Topics in Mathematics
  - Advanced Topics in Engineering
  - AP Biology
  - AP Chemistry
  - AP Computer Science A or AP Computer Science Principles, whichever one was not taken to complete the above requirement.
  - AP Environmental Science
  - AP Physics C
  - AP Statistics
  - Anatomy and Physiology Honors
  - Competitive Robotics Honors
- Regularly participate in at least one of the following STEM competition teams and/or clubs for at least three years:
  - Mu Alpha Theta
  - Environmental
  - Robotics
  - Programming
  - Another, approved STEM-related team or club
- Complete AP Research, focusing on a STEM topic.

Any exceptions to the above requirements must be approved by the STEM Scholars Committee.

# Capstone

From College Board: “AP Capstone is a diploma program based on two yearlong AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. In both courses, students investigate a variety of topics in multiple disciplines. Students may choose to explore topics related to other AP courses they’re taking. Both courses guide students through completing a research project, writing an academic paper, and making a presentation on their project. Over the course of the two-year program, students are required to: Analyze topics through multiple lenses to construct meaning or gain understanding; Plan and conduct a study or investigation; Propose solutions to real-world problems; Plan and produce communication in various forms; Collaborate to solve a problem; and integrate, synthesize, and make cross-curricular connections.”

## Capstone Department Core Curriculum (AP Seminar required)



### AP Seminar

1 Credit, Full Year, AP Weight, Grades 10-12

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

### AP Research

1 Credit, Full Year, AP Weight, Grades 11-12

Prerequisite: AP Seminar

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill

development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

### Advanced Topics in Research

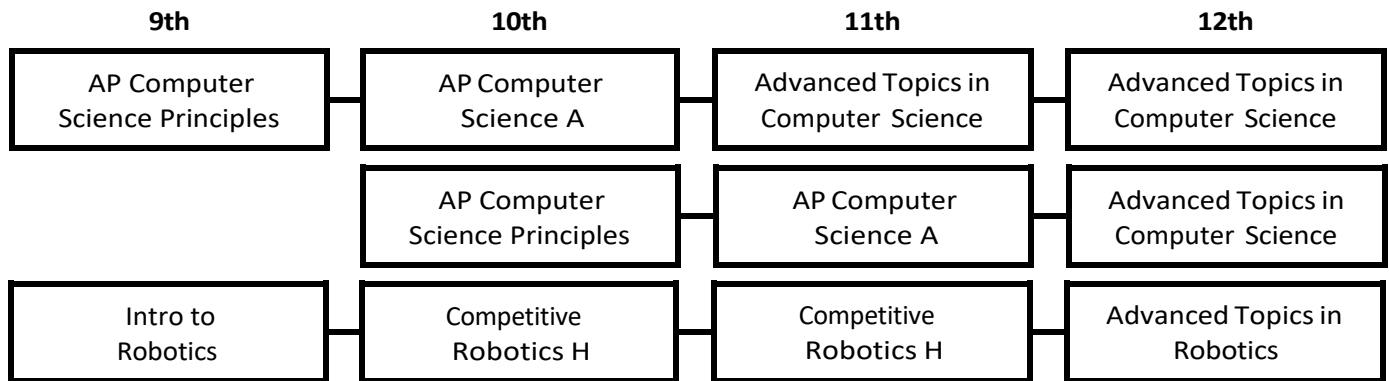
1 Credit, Full Year, AP Weight, Grade 12

Did you take AP Research? Did you develop a love of research? Do you want to impact your community through Youth Participatory Action Research (YPAR)? If so, this course might be for you. YPAR is an approach to youth and community development in which students conduct research to improve their lives, their communities, and the institutions—such as schools—that serve them. YPAR is a cyclical process of learning and research done not just for the sake of it but to inform solutions to problems. YPAR is for young people who want to make a difference for themselves, their peers, and/or their community (UC Berkeley, 2022). The class will focus on conducting research centered around an issue that it identifies. Once the research is complete, students will formally present their findings through a range of methods: reports to stakeholders, presentations at academic conferences, journal articles, etc. Note: This is an independent study course without traditional class meetings during the school day. Students will meet with the teacher for scheduled conferences but will otherwise be expected to work independently.

# Computer Science & Engineering

The mission of the CSN Computer Science & Engineering Department is to support and inspire students to incorporate computer science concepts and skills into all their studies. The faculty members strive to aid students to become informed and proficient users of current technology. Courses are intended to teach students the fundamentals of computer science and the basic technological skills necessary to succeed in their current and future endeavors as students and professionals. All courses highlight computational thinking and analytical problem-solving methods that can be applied to a wide range of areas. Advanced courses provide students with opportunities for further studies in computer science and its applications in mathematics, engineering, programming, and the creative exploration of digital media.

## Computer Science & Engineering Department *Core Curriculum (2 credits required from Arts or CS/Engineering)*



### *Additional Computer Science Courses*

Intro to 3D Printing and Design (0.5 credit) Intro to App Development (0.5 credit) Intro to Coding in Python (0.5 credit)	Intro to Game Development (0.5 credit) Product Design (1 credit) Video Game Development (1 credit)
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#### **AP Computer Science Principles**

*1 Credit, Full Year, AP Weight, Grades 9-12*

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems – including the internet – work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

#### **AP Computer Science A**

*1 Credit, Full Year, AP Weight, Grades 9-12*

*Prerequisites: AP Computer Science Principles and/or Department Chair Approval.*

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental

topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems.

#### **Advanced Topics in Video Game Development**

*1 Credit, Full Year, AP Weight, Grades 11-12*

*Prerequisite: AP Computer Science A*

This course explores the theory and skills used in video game development. Students will learn patterns and algorithms used in the gaming industry by analyzing classic games. Students will develop a portfolio of games using professional game engines and will have the opportunity to enter their games in game design competitions. **Note:** *Students will need a MacBook Pro or comparable PC capable of running a game engine such as Unity.*

### **Competitive Robotics H**

*1 Credit, Full Year, Honors Weight, Grades 9-12*

*Prerequisite: Department Chair approval, with some programming or robotics background preferred*

The Robotics Programming and Design course introduces students to the engineering process as they explore current and future applications of robotic technology. In a collaborative team setting, students learn to design and build with the VEX® Robotics Design System to compete in exciting, real-world challenges. Students gain experience programming with RobotC.

### **Product Design**

*1 Credit, Full Year, Regular Weight, Grades 9-12*

*No Prerequisites*

In this class students will learn to design products using tools such as 3D printers, laser cutters, needles and thread, and power tools. Students will learn to enhance and make their designs interactive with the use of circuitry, sensors, microcontrollers, and code. Students will develop their creations through an iterative design process. Students have the opportunity to enter their designs in the Edison Inventors Fair.

### **Video Game Development**

*1 Credit, Full Year, Regular Weight, Grades 9-12*

*No Prerequisites*

This course introduces students to the theory and skills used in video game development. This is a project-based course and students will develop a portfolio of games using both block-based and text-based game engines. Students will have the opportunity to enter their games in game design competitions. Note: *Students will need a MacBook Pro or comparable PC capable of running a game engine such as Unity.*

### **Intro to App Development**

*0.5 Credit, One Semester, Regular Weight, Grades 9-12*

*No Prerequisites*

In this class students will learn the process of customer discovery to develop a business idea that serves customer needs through a mobile app. Students will learn to design user interfaces and to develop their apps through an iterative design process using a visual, block-based programming environment. Students will learn some of the fundamental concepts of programming, variables, loops, conditionals, events, and functions, while working with images, sounds, and videos. Students will learn how to use data and APIs to enhance the functionality of their apps by connecting to web services like Instagram, Google, or Spotify. Students will publish their apps for iOS and Android phones and learn how to advertise and grow their businesses. Note: This course may be taken as a Principles class for students needing to fulfill that requirement.

### **Intro to Coding in Python**

*0.5 Credit, One Semester, Regular Weight, Grades 9-12*

*No Prerequisites*

This course introduces students to text-based coding in the Python language. Students will learn about basic coding concepts, in Python, such as conditionals, methods, and loops. They will practice implementing these concepts by using a visual Python graphics library. The graphical nature of the course allows for multiple solutions and gives students visual cues for when they have correctly solved problems. Note: This course may be taken as a Principles class for students needing to fulfill that requirement.

### **Intro to Game Development**

*0.5 Credit, One Semester, Regular Weight, Grades 9-12*

*No Prerequisites*

In this class students will learn how to develop 3D, 2D, Virtual Reality (VR), and Augmented Reality (AR) games through an iterative design process. Students will learn some of the fundamental concepts of programming: variables, loops, conditionals, lists, events, and functions in a block-based programming environment while working with game assets and physics. Note: This course may be taken as a Principles class for students needing to fulfill that requirement.

### **Intro to Robotics**

*0.5 Credit, Fall Semester, Regular Weight, Grades 9-12*

*Prerequisite: Department Chair approval*

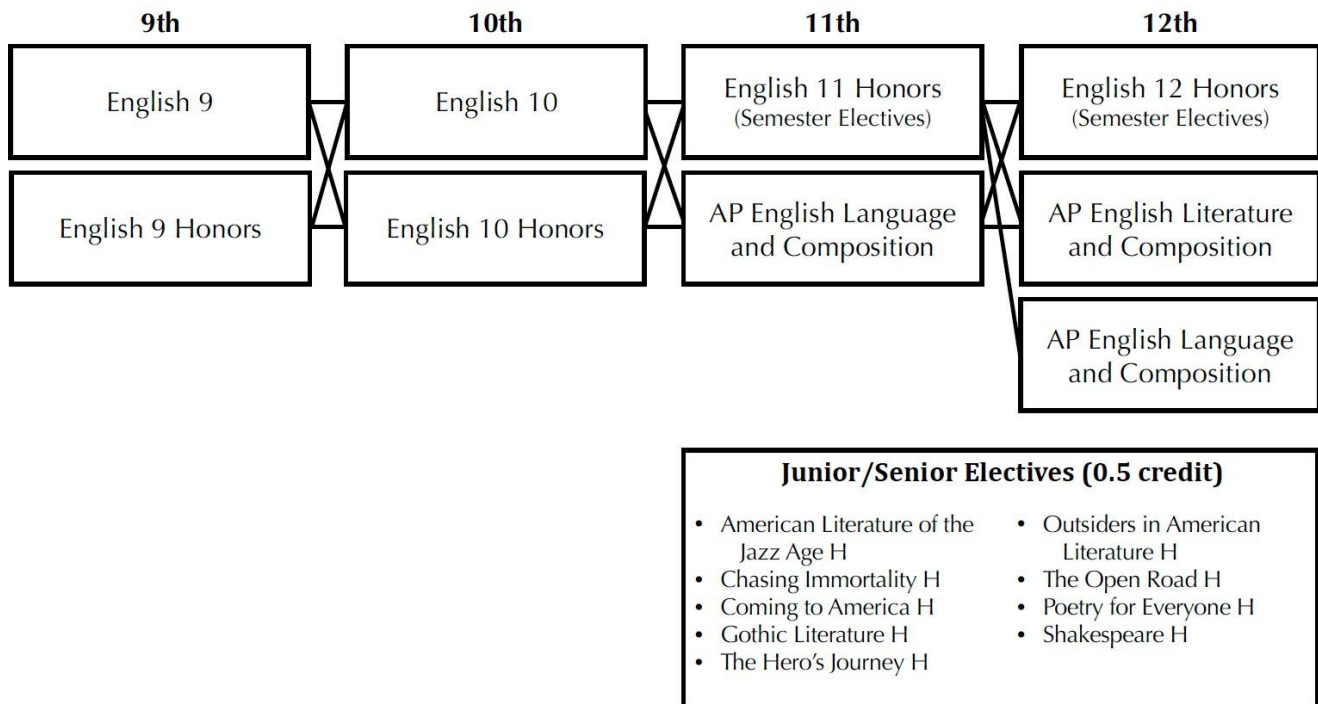
The Intro to Robotics course introduces students to the engineering process as they explore current and future applications of robotic technology. In a collaborative team setting, students learn to design and build with the VEX® Robotics Design System to compete in exciting, real-world challenges. Students gain experience programming with RobotC. Note: This course may be taken as a Principles class for students needing to fulfill that requirement.

# English

The Upper School English Department encourages students to read as writers and write as readers so that they come to recognize and appreciate both the art and the craft of verbal expression. Through careful, active reading and the respectful exchange of ideas in discussion, our students come to understand rich texts, recognizing the intentional choices writers make—from diction and syntax to patterns of allusion and figurative language—and appreciating how those choices create meaning. Influential literary works that span eras, genres, and cultures provide opportunities for a broad investigation of the human experience and the vast world of ideas. We want our students to become lifelong readers, who reach for a book both for pleasure and for their own edification, so we encourage them to maintain a robust independent reading life beyond the classroom.

The Upper School English curriculum is designed to grow student proficiency and confidence in written expression. Students write frequently, both informally and formally, and practice all stages of the writing process, from pre-writing and drafting to revision and publication. They learn to make intentional choices around precise diction and meaningful sentence variety in their own writing in order to express their ideas fluidly and effectively to a chosen audience. They become comfortable writing in various nonfiction modes, including narration, persuasion, description, analysis, and reflection, and in the process, they learn how to suit voice and formality to the occasion. They also try their hands at writing fiction and poetry, thereby broadening the array of expressive options available to them as well as deepening their appreciation of the craft of writing. Students in every year undertake the systematic study of vocabulary and grammar as key components in the development of effective writing skills.

## English Department *Core Curriculum (4 credits required)*



**English 9****English 9 Honors**

*1 Credit, Full Year, Regular or Honors Weight, Grade 9*

Skills and attitudes taught in ninth grade English lay the foundation for the types of reading, thinking, and writing required by Upper School and college. The course approaches the study of literature by genre, giving almost equal weight to novels, short stories, poetry, essays, and drama. Titles of specific texts may vary from teacher to teacher, but all sections of ninth grade will acquire and practice the skills of annotation, analysis, discussion, and composition that will help students establish themselves as sophisticated readers and thoughtful writers. Representative works taught in ninth grade might include *The House on Mango Street*, Sandra Cisneros; excerpts from *An American Childhood*, Annie Dillard; *An Enemy of the People*, Arthur Miller; *When the Emperor Was Divine*, Julie Otsuka; *The Catcher in the Rye*, J.D. Salinger; the sonnets and *A Midsummer Night's Dream*, William Shakespeare; *Night*, Elie Wiesel; *The Book Thief*, Markus Zusak; short fiction, nonfiction, and poetry (selection varies).

Students enrolled in the Honors class will meet extra challenges, including complex reading and writing assignments held to a higher grading standard, a greater focus on analytical writing, and a substantial research paper.

**English 10****English 10 Honors**

*1 Credit, Full Year, Regular or Honors Weight, Grade 10*

English 10 plays a pivotal role in the development of students on their journeys to become sophisticated readers, writers, and thinkers. Before students face the pressures inherent to college selection in upper grades, they have the opportunity to be steeped in literature and ideas within the safety of our classrooms. Students will be expected to write analytically and creatively, formally and informally. Developing as scholars means students will practice skills of annotation and close reading while adding to their personal canons of literary knowledge. It also means taking intellectual risks and honing the skills of revision and peer review as they take increasing ownership of their work. Representative works taught in tenth grade might include *The Great Gatsby*, F. Scott Fitzgerald; *The Nickel Boys*, Colson Whitehead; *Lord of the Flies*, William Golding; *Their Eyes Were Watching God*, Zora Neale Hurston; *Othello*, William Shakespeare; *Frankenstein*, Mary Shelley; short fiction, nonfiction, and poetry (selection varies).

Students enrolled in the Honors class will meet extra challenges, including complex reading and writing assignments held to a higher grading standard and a greater focus on analytical writing.

**AP English Language and Composition**

*1 Credit, Full Year, AP Weight, Grades 11-12*

This college-level English course, open to eleventh and twelfth graders, engages students in the task of becoming better readers of prose written in a variety of disciplines, during different eras, and within many rhetorical contexts. It also helps students develop their writing skills so that they can communicate their ideas effectively to target audiences. Most importantly, AP Language challenges students' thinking about the texts that they read and cultivates their abilities to parse information; to recognize fallacies of argument; to grapple with misinformation; and to make effective and productive decisions based on their assessments. In other words, AP Language is the study of rhetoric and rhetorical strategies, in students' own work as well as in others'. Students use their honed critical reading, thinking, and writing skills for a variety of purposes, including their best possible performance on the Advanced Placement Language and Composition Exam in the spring. Of utmost importance, this course is designed to raise students' awareness of the interactions among a writer's purpose/purposes, audience, occasion, subject, and techniques for communicating effectively. Representative works taught in AP English Language and Composition might include: *Waiting for Snow in Havana*, Carlos Eire; *The Omnivore's Dilemma*, Michael Pollan; *Reading Like a Writer*, Francine Prose; *Hamlet* and *Henry V*, William Shakespeare; short fiction, nonfiction, and poetry (selection varies).

**AP English Literature and Composition**

*1 Credit, Full Year, AP Weight, Grade 12*

This is a college-level course open to seniors. The central focus of the course is how authors use the resources of language to express meaning in imaginative poetry and fiction. Class discussion might cover topics as diverse as close syntactical analysis of a single sentence, a poet's evocative use of allusion, and the role of hubris and catharsis in Shakespeare. Over and over, students are required to move beyond mere observation and get to argument, to an assertion about why authorial choices matter. The daily work of the course prepares students both for the AP exam in May and for a lifetime of voracious independent reading. Representative works taught in twelfth grade might include: *Invisible Man*, Ralph Ellison; *Arcadia*, Tom Stoppard; *Heart of Darkness*, Joseph Conrad; *Pride and Prejudice*, Jane Austen; *The Poisonwood Bible*, Barbara Kingsolver; *The Color of Water*, James McBride; *Death of a Salesman*, Arthur Miller; *The Things They Carried*, Tim O'Brien; *Macbeth*, William Shakespeare; short fiction, nonfiction, and poetry (selection varies).

## **SEMESTER-LONG COURSES FOR JUNIORS AND SENIORS**

Students wishing to fulfill their English requirements at the Honors level are able to choose from a variety of semester electives. These courses vary in content, reading selections, and topics, but they are identical in their grading expectations and skill instruction. While students must take at least 1.0 credit of English each year, students may take more than the required number.

### **American Literature of the Jazz Age**

*0.5 Credit, One Semester, Honors Weight, Grades 11-12*

Explore the vicissitudes of the 1920s and 1930s, a time of intense freedom as well as restraint within the United States. This era encompassed women's suffrage, flappers, speakeasies, and the eventual emergence of the Harlem Renaissance, but it also grappled with Jim Crow laws, the aftermath of the First World War, and the Great Depression. To gain a fuller sense of both the era and its literature, we may also explore other cultural media of the time, such as experimental painting (surrealism, art deco, O'Keefe, Dali, etc.), silent film, blues music, and, of course, jazz. Readings may include: *The Great Gatsby* by F. Scott Fitzgerald, *Their Eyes Were Watching God* by Zora Neale Hurston, "A Soldier's Home" and "In Another Country" by Ernest Hemingway, *The Weary Blues* by Langston Hughes, and poetry by T. S. Eliot, Countee Cullen, and e.e. cummings, among others.

### **Chasing Immortality: Harry Potter 2**

*0.5 Credit, One Semester, Honors Weight, Grades 11-12*

Angels, ghosts, vampires, zombies—the lore surrounding the existence of a life after death spans back thousands of years, comprised of dozens of human responses to a single haunting, unanswerable question: "What happens to us after we die?" In this course, students attempt to answer that question themselves by reading and analyzing the second half of Rowling's Harry Potter series, focusing on the "mirrored" half of her chiasmic structure. Using excerpts from classical and Biblical literature as guides, students explore the ephemeral nature of life, debate the definition of reality, and ultimately decide whether fantasy literature is all that chimerical, after all. Remember—"just because something is happening inside your head, why on earth should that mean it is not real?" **Note:** This course is offered spring semester only, and *The Hero's Journey: Harry Potter 1* is a pre-requisite course. In addition to a variety of supplemental texts, this course covers *Harry Potter and the Order of the Phoenix*; *Harry Potter and the Half Blood Prince*; and *Harry Potter and the Deathly Hallows*.

### **Coming to America: Immigrant Voices of the 20th-21st Centuries**

*0.5 Credit, One Semester, Honors Weight, Grades 11-12*

This course explores the immigrant experience: (How) do immigrants remake themselves in an unfamiliar world? How do immigrants find (and keep) their voice and make a place for themselves in this country? How do immigrants remember their origins, keep their traditional values and culture, and register new experiences? Course readings may include *The Joy Luck Club* by Amy Tan, *The Girl Who Smiled Beads* by Clemantine Wamariya, *The Devil's Highway* by Luis Alberto Urrea, and *American Street* by Ibi Zoboi. Shorter texts by authors and poets such as Francisco

Jimenez, Hannah Arendt, Li-Young Lee, Joseph Brodsky, and Czeslaw Milosz will also be included.

### **The Hero's Journey: Harry Potter 1**

*0.5 Credit, One Semester, Honors Weight, Grades 11-12*

The *Harry Potter* series, by J.K. Rowling, catapulted reading back into popular culture and shaped an entire generation of young readers and thinkers. What few people realize, however, is that this series is more than "just" a children's series. Rowling used some of the 20th century's darkest figures—including Adolf Hitler and the Ku Klux Klan—as inspiration for her villains, and her exploration of morality speaks to one of humanity's greatest questions: In a choice between what is right and what is easy, which will you choose? This allegorical series provides students with a perfect entrance into some of the most controversial and debated topics of all time. **Note:** This course is offered fall semester only and, in addition to a variety of supplemental texts, covers *Harry Potter and the Sorcerer's Stone*; *Harry Potter and the Chamber of Secrets*; *Harry Potter and the Prisoner of Azkaban*; and *Harry Potter and the Goblet of Fire*.

### **Gothic Literature: Are You Afraid of the Dark?**

*0.5 Credit, One Semester, Honors Weight, Grades 11-12*

In this course, students dive into the murky depths of literary Gothicism. Gothic writers, the most well-known of whom is Edgar Allan Poe, dedicated themselves to exploring the deepest, darkest parts of the human consciousness. Themes of madness, lost love, the grotesque, the supernatural, isolation, alienation, and death abound in these spine-tingling stories that will keep you up listening for things that go bump in the night. Texts may include, but are not limited to, *The Picture of Dorian Gray*, Oscar Wilde; *The Haunting of Hill House*, Shirley Jackson; *Northanger Abbey*, Jane Austen; and selected short stories by Edgar Allan Poe.

### **I Laughed. I Cried. It Was Better Than Cats! It Was Shakespeare!**

*0.5 Credit, One Semester, Honors Weight, Grades 11-12*

This course will use biographical, cultural, and performance perspectives to help students discover Shakespeare's impact within and beyond his time. Students will analyze a comedy, a tragedy, and some of the Bard's sonnets. Writing will be analytical, creative, and research-based, and the class will culminate in an original performance to depict student interpretations of one of the stories, using the secrets they unlock about Shakespeare's ticket to success. Readings may include: *Macbeth*, *As You Like It*, and sonnets.

### **The Open Road: A Study of Travelogues and Travel in Fiction**

*0.5 Credit, One Semester, Honors Weight, Grades 11-12*

The Open Road explores the privilege of traveling and what it can do for us; the advantages and disadvantages of "the staycation" and cyber-travel through alt-worlds and virtual realities; and the choices that all of us will need to make about the footprints we leave wherever we go. Readings may include poems by Walt Whitman, Emily Dickinson, Langston Hughes, William Wordsworth, Homer, and Constantine Cavafy; essays by David James Duncan, Mark Twain, and Richard Rodriguez, among others; passages from Isabel Wilkerson's *The Warmth of Other Suns*; short stories by Sarah Orne Jewett and Ernest Hemingway;

a travelogue by Bill Bryson; and Yann Martel's *Life of Pi*, Jack Kerouac's *On the Road*, and/or Amor Towles's *The Lincoln Highway*. Engaging in a number of different types of writing, students will also write about their own journeys, both literal and figurative, and about those journeys that they hope to take in the future. Technologies will include writing their own blogs, charting movement using Google My Maps and GPS tracking; presentation tools such as Canva; and short film making.

### **Outsiders in American Literature**

*0.5 Credit, One Semester, Honors Weight, Grades 11-12*

In the canon of American literature, we see a fair share of misfits and outsiders. Whether it's a mischievous Tom Sawyer or a disillusioned John Proctor, these types of literary characters and their authors shine a light on the dynamic American experience. Students will explore various genres, authors, and characters with an eye on those individuals who find themselves on the outside looking in. Texts and authors include excerpts from *Tom Sawyer*, *The Crucible*, *Into the Wild*, and works by Walt Whitman, Langston Hughes, Maya Angelou, Emily Dickinson, Pat Mora, and Edgar Allan Poe.

### **Poetry for Everyone**

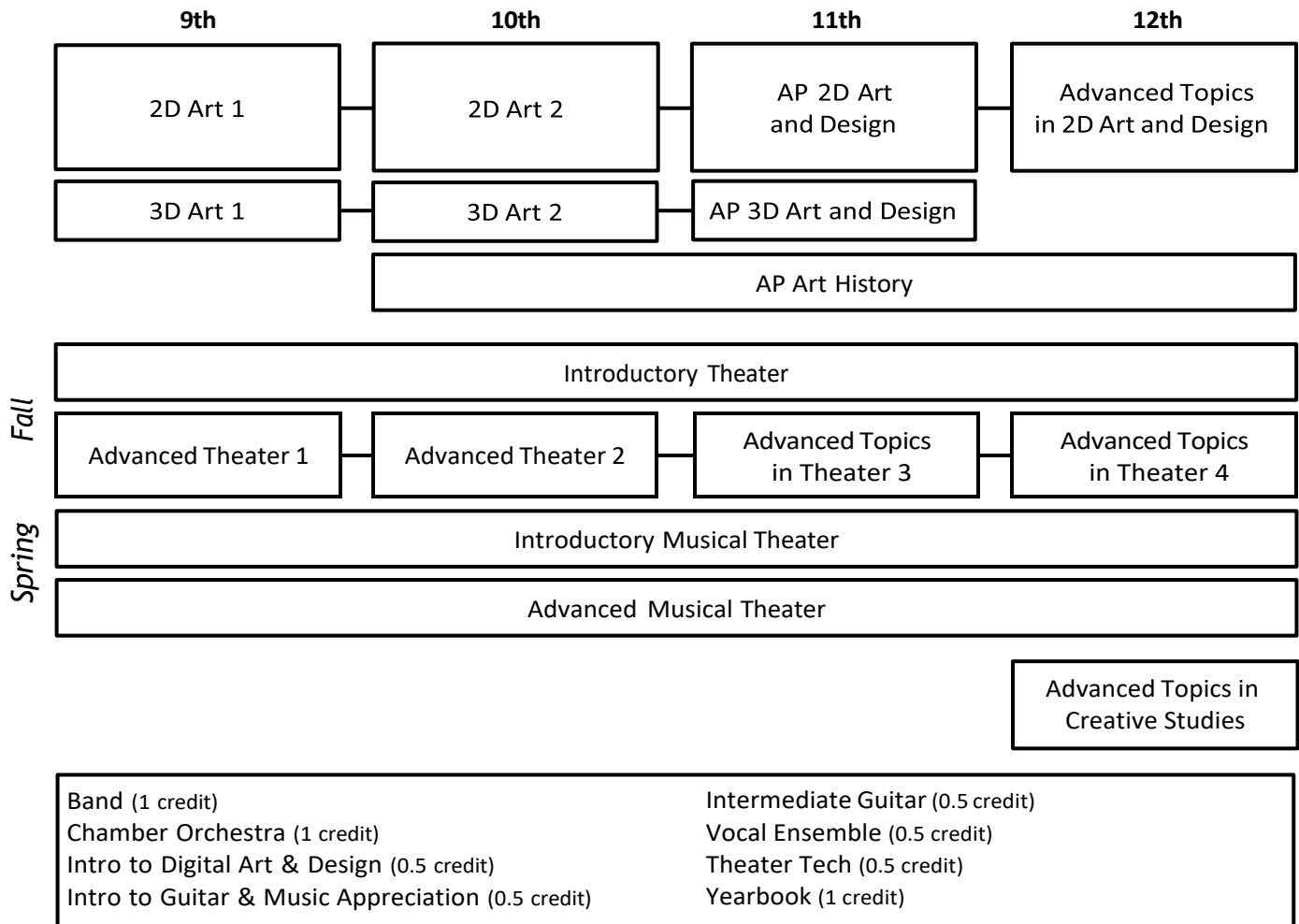
*0.5 Credit, One Semester, Honors Weight, Grades 11-12*

Whether they realize it or not, all people love poetry and build their worlds around it. Even those who break out in hives at the mere mention of iambic pentameter or metaphor listen to popular music and memorize the lyrics to country classics, rap anthems, and rock and roll masterpieces. In short: Poetry, in its various forms, means something important to all of us. Many people, however, do not read written poetry because they do not understand it or cannot see the appeal. This semester-long class, Poetry for Everyone, takes away the scariness and pain of poetry by first helping students find the poetry in themselves and their own worlds and then by comparing those findings to what the world's great poets plumbed from their own souls and experiences. In doing so, students will travel through time, rocketing back and forth from past to present to explore different contexts, genres, and subject matters and then pulling those elements into their own writing. In the process, students will come to realize poetry's power to enrich their lives and make it more meaningful and beautiful. They will come to realize that poetry is truly for everyone, including them.

# Fine & Performing Arts

The mission of the Arts Department is to encourage students to challenge their own creative and cultural expectations and boundaries, to develop an enduring appreciation for the Arts, and to prepare students with strong personal interests in the arts to successfully pursue entry into an institute of higher learning and/or a career. Through this endeavor, students will acquire the skills to perform and create quality fine artwork, develop problem-solving techniques for intellectual and artistic pursuits, appreciate the works of other artists and value the arts in their lives.

## Fine & Performing Arts Department Core Curriculum (2 credits required from Arts or CS/Engineering)



## **FINE ARTS**

### **2D Art & Design 1**

*1 Credit, Full Year, Regular Weight, Grades 9-12*

*No Prerequisites*

The course will provide opportunities for students to develop drawing, painting, and photography skills. Students will develop observation and accuracy skills as they progress through a variety of assignments such as still life drawings, perspective drawings, portrait painting, landscape photography and digital art. A wide range media may be used, such as graphite, charcoal, pastels, oil pastels, colored pencils, watercolor, and acrylic. Students will continue to develop compositional understanding by applying the elements and principles of design to their sketches, drawings, paintings, and photographs. Students will be expected to produce original works of art and maintain a sketchbook in this course.

### **2D Art & Design 2**

*1 Credit, Full Year, Regular Weight, Grades 10-12*

*Prerequisite: 2D Art & Design 1*

This course is designed to continue and enhance the skills and knowledge gained through 2D Art & Design 1 with greater emphasis on advanced techniques and individual expression. There will be more emphasis on critical thinking and critiques as a means of evaluating and looking at works of art. This course will allow participants an opportunity to explore drawing and painting as a method for investigating and recording the visual and imagined world. Varied media, styles, and methods will be discovered as students learn to sharpen their observational skills. The drawing component will encompass an understanding of the basic elements of drawing: line, mark, tone, value, scale, and space. The painting component will explore the basic elements of painting: color, shape, space, tone, value, and mark. Both drawing and painting allow students expressive and imaginative ideas to meld with the observable world. Historic and contemporary artists will be presented to establish a connection with their own work. Students will maintain a sketchbook/journal as a record of learning and as a container for recording, imagining, and self-expression.

### **2D Art & Design 2: Photo**

*1 Credit, Full Year, Regular Weight, Grades 10-12*

*Prerequisite: 2D Art & Design 1*

Students will learn to see photographically through an exploration of the basic tools, techniques, and aesthetics of digital photography, with an emphasis on creative use of camera controls, exposure, digital imaging software, and an awareness of issues in contemporary photography. Students will also learn how to edit, process, and manipulate digital images for use in different applications including computer applications using Adobe Photoshop and photo quality printers. A major emphasis of the course will be to develop and increased awareness of visual literacy as a means of understanding and creating visual images.

### **AP 2D Art and Design**

*1 Credit, Full Year, AP Weight, Grades 10-12*

*Prerequisite: 2D Art 2 or Department Chair permission.*

This course is intended to address two-dimensional (2D) design. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships), articulated through the visual elements (line, shape, color, value, texture, space), help guide artists in making decisions about how to organize the elements on a picture plane in order to communicate content. Good design is possible whether one uses representational, abstract, or expressive approaches to making art. For this course, students are asked to demonstrate mastery of 2D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and print making.

### **Advanced Topics in 2D Art and Design**

*1 Credit, Full Year, AP Weight, Grades 11-12*

*Prerequisite: AP 2D Art and Design.*

Students who excel in AP 2D Art and Design and wish to take a fourth year of advanced drawing or photography have the opportunity to take Advanced Topics per teacher recommendations. Students will create a portfolio of work that can be submitted to art schools.

### **3D Art & Design 1**

*1 Credit, Full Year, Regular Weight, Grades 9-12*

*No Prerequisites*

This course explores various sculptural mediums including plaster, wood, paper, clay, metal, and glass with a focus on techniques essential to creating a successful sculpture. Emphasis is placed on the creation of volume and mass via additive and subtractive techniques. Course requirements include maintaining a sketchbook for research and homework assignments. Students are taught through demonstrations, tutorials, critiques, lecture, presentations, and guided work time.

### **3D Art & Design 2**

*1 Credit, Full Year, Regular Weight, Grades 10-12*

*Prerequisite: 3D Art and Design 1*

This course explores various sculptural mediums including plaster, wood, paper, clay, metal, and glass with a focus on techniques essential to creating a successful sculpture. Emphasis is placed on the creation of volume and mass via additive and subtractive techniques. Course requirements include maintaining a sketchbook for research and homework assignments. Students are taught through demonstrations, tutorials, critiques, lectures, presentations, and guided work time.

### **AP Art History**

*1 Credit, Full Year, AP Weight, Grades 10-12*

*No Prerequisites*

This course explores topics such as the nature of art, its uses, its meanings, art making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters in-depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history. Note: This course may fulfill either an Art or Social Science credit, but not both.

### **Digital Art & Design**

*0.5 Credit, One Semester, Regular Weight, Grades 9-12*  
*No Prerequisites*

This course is an introduction to elements of two-dimensional (2D) design using digital software. We will study and practice with specialized applications on the iPad and manipulate tools such as paint brushes and effects. We use these to express ourselves, communicate ideas, or provide marketing and public relations support. We will learn to use digital applications to effectively communicate and express ideas visually. Apart from guiding the students through the creative process, the planning stage to the construction of the project, we will nurture the concept of constructive criticism and self-evaluation, to develop aesthetic appreciation. Note: This course may be taken as a Principles class for students needing to fulfill that requirement.

### **Yearbook**

*1 Credit, Full Year, Regular Weight, Grades 9-12*  
*No Prerequisites*

This class is designed to produce the yearbook and give students an opportunity to gain skills in one or more of the following areas: page design, advanced publishing techniques, copy writing, editing, and photography. Students will apply written and visual communication skills and use technology to create a product of historic value. Students that take this course as an elective will gain useful, real-world skills in time-management, organization, teamwork, and design principles.

## ***PERFORMING ARTS***

### **Advanced Topics in Music**

*1 Credit, Full Year, AP Weight, Grades 11-12*

Advanced Topics in Music is an option for serious CSN music students who apply and are accepted (grades 11 and 12 only) to add to their normal CSN Band, Orchestra, or Vocal Workshop class. Students will develop skills, participate in, and be graded on one or more of the following areas: music theory, ear training and dictation, master classes from outside instructors, concert performance, or composition or arrangement. To apply for AT Music, you must submit a paragraph explaining why you should be in AT Music and a short list of what you have done as a musician. Submissions are to be sent to [dheck@communityschoolnaples.org](mailto:dheck@communityschoolnaples.org)

### **Band**

*1 Credit, Full Year, Regular Weight, Grades 9-12*

*No Prerequisites*

Band is for students who play woodwind, brass, percussion, double reed, bass, or piano. Band will play concert band music, jazz band music, contemporary music and more. All levels welcome, but US band will be geared towards students that have played in CSN MS band or its equivalent for multiple years.

### **Chamber Orchestra**

*1 Credit, Full Year, Regular Weight, Grades 9-12*

*No Prerequisites*

This course is open to experienced string students. The class will study and perform repertoire from the chamber music and string orchestra literature. The music will include a wide variety of pieces ranging from the Baroque and Classical eras to Broadway and Pop tunes. In addition to working toward technical mastery of the selections, students will be given a historical context for the music. Performance opportunities will include required winter and spring concerts as well as special events on and off campus.

### **Intermediate Guitar**

*0.5 Credit, Spring Semester, Regular Weight, Grades 9-12*

*Prerequisite: Principles of Guitar or Department Chair Permission*

This class is for students who have taken Principles of Guitar or have previous experience playing and are approved by the instructor. We will continue work on basic chords with more difficult chords added. Chord progressions and songs will become more complex, and some music theory will be incorporated. Single lines and basic soloing will be touched on and the history of music and guitar will continue.

### **Intro to Guitar & Music Appreciation**

*0.5 Credit, Fall Semester, Regular Weight, Grades 9-12*

*No Prerequisites*

Interested in learning how to play the guitar? You will learn some basic chords, a few simple chord progressions and songs and will be able to accompany yourself or someone else through a pop song (or a few) by the end of the course. For budding musicians who have little to zero experience with guitar. Throughout the course, students will also listen to music critically and analyze song form, composition styles, lyrics, instrumentation, musical genre, and eras. Note: This course may be taken as a Principles class for students needing to fulfill that requirement.

### **Vocal Ensemble**

*0.5 Credit, Fall Semester, Regular Weight, Grades 9-12*

*No Prerequisites*

Students who love to sing will refine their soloing skills and build stronger musicianship through harmonizing with this group. Basic sight singing and theory are implemented in each lesson, as well as focused exercises to create solid vocal technique. Students work towards an end-of-semester performance which includes solos, ensemble selections, and choreography. Students interested in competing in the District Thespian

Competition will have the opportunity to workshop a small group number and/or solos, duets, and trios in this class. Note: This course may be taken as a Principles class for students needing to fulfill that requirement.

### **Introductory Theater**

*0.5 Credit, Fall Semester, Regular Weight, Grades 9-12*

#### ***No Prerequisites***

For beginning actors who have minimal or casual experience in theater, they will learn a variety of acting techniques, public speaking, stage presence, and other general theater skills. Coursework will include memorizing monologues, learning stage presence, conducting play studies, etc. Note: This course may be taken as a Principles class for students needing to fulfill that requirement.

### **Advanced Theater 1, 2**

*0.5 Credit, Fall Semester, Regular Weight, Grades 9-11*

#### ***No Prerequisites***

For experienced actors, freshman, sophomores, and juniors, who have performed in shows both in school and outside of school. Thespian participation is required, with some class time dedicated to practice and rehearsal. Students will do play, scene, and character studies; learn acting techniques/skills in the various disciplines/styles; and perform at a winter showcase. This course can be taken twice since the curriculum alternates years.

### **Advanced Topics in Theater 3, 4**

*0.5 Credit, Fall Semester, AP Weight, Grades 10-12*

#### ***Prerequisite: Advanced Theater 1 or 2***

For experienced sophomores, juniors and seniors who have taken at least one semester of Advanced Theater. This class is for experienced actors who have performed in shows both in school and outside of school. In this course, students will continue to hone their acting skills, but will go deeper in directing and scene study. The class would focus on producing the winter musical extravaganza, Showtime. They will write short scenes and skits to be performed, some will also choreograph, play instruments, and work backstage. After school rehearsal time is required. Class would focus on directing Winter Showtime numbers, writing short scenes to be performed, and conducting advanced play and scene studies. This course can be taken twice since the curriculum alternates years.

### **Introductory Musical Theater**

*0.5 Credit, Spring Semester, Regular Weight, Grades 9-12*

#### ***No Prerequisites***

For beginning actors who have minimal or casual experience in musical theater. Students will learn singing and dancing techniques and be cast in ensemble roles for the spring musical. Some after-school rehearsal will be required in March. After the musical, students will do musical theater appreciation by

watching, studying, and practicing well-known musicals. Note: Performing in the spring musical is required for credit; students unable to participate will either earn an F or need to withdraw for the semester with a W.

### **Advanced Musical Theater**

*0.5 Credit, Spring Semester, Regular Weight, Grades 9-12*

#### ***Prerequisite: Previous Acting Experience and Department Chair Permission***

For experienced actors who have performed in musicals both in school and outside of school. Students in this class will be cast in the main roles of the spring musical, which will take place in late March. Some after-school rehearsal will be required in March. After the musical, students will spend their time studying the history of musical theatre. Can be taken multiple times. Note: Performing in the spring musical is required for credit; students unable to participate will either earn an F or need to withdraw for the semester with a W.

### **Theater Tech**

*0.5 Credit, Fall or Spring Semester, Regular Weight, Grade 9-12*

#### ***No Prerequisites***

Students will learn the basic skills required to run the backstage needs of productions. Students will be required to serve in a volunteer capacity for at least one event: assembly, school concert, play, musical, etc. More experienced students will be expected to take a leadership role in the course and assist less experienced students. With teacher approval, AT credit is an option for juniors/seniors who complete a special project. Can be taken once. Note: This course may be taken as a Principles class for students needing to fulfill that requirement.

### **Advanced Topics in Creative Studies**

*1 Credit, Full Year, AP Weight, Grade 12*

#### ***No Prerequisites***

The skills learned in ATCS will help students succeed not only in college but also in their professional adult lives. Throughout the year, students will study essential elements of various artistic modes including creative writing, visual art, music and composition, photography, acting, and stage design. This student-led class will culminate with a presentation of their final artistic product during the spring semester that showcases the creative and collaborative skills students have nurtured throughout the year. The purpose of ATCS is not only to allow and encourage students to embrace their creativity but also to help them understand that the pursuit of creative topics will aid them in the development of their problem-solving skills, as well as their ability to collaborate as part of a team and become self-motivated individuals.

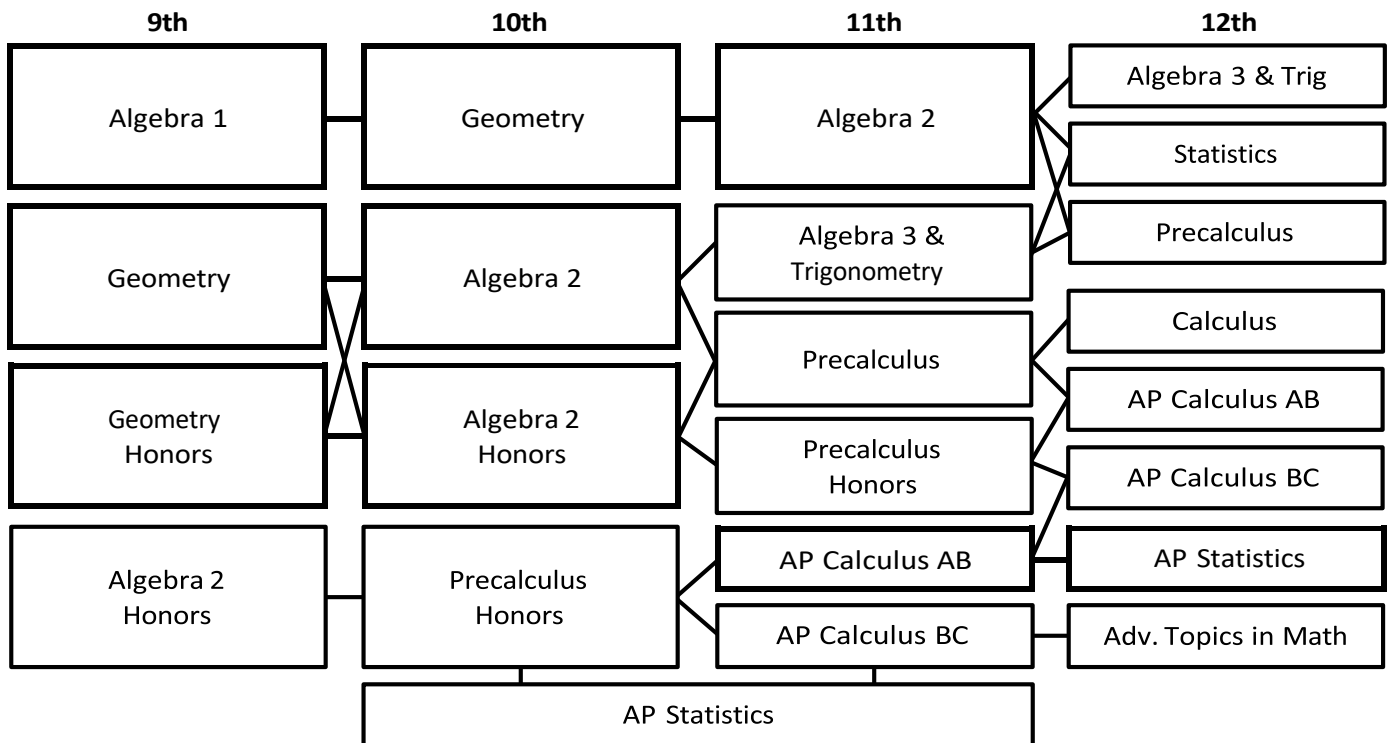
# Mathematics

The goal of the math program is to give students the mathematical skills, problem-solving techniques, and analytical skills necessary to excel in today's society. Learning mathematics ought to be an active rather than passive undertaking, and both individual and group involvement help strengthen mathematical skills as well as afford students opportunities to view mathematics from multiple perspectives. Students learn how to think and communicate mathematically through varied forms of instruction. Mental math and problem-solving strategies are incorporated into all courses.

The math department seeks to place students in math sections relevant to their skill level, and in which they will be challenged to think quantitatively, work efficiently, and contribute actively to class discussions. We offer a spectrum of courses from traditional high-school math courses to university-level courses. Graduation requirements for mathematics include four credits taken while a student is in the Upper School.

Note: Department approval is required for any student who wishes to enroll in two math classes simultaneously.

## Mathematics Department Core Curriculum (4 credits required)



### Algebra 1

1 Credit, Full Year, Regular Weight, Grade 9

*Prerequisite: C or higher in Pre-Algebra*

The first year of Algebra includes the study of properties and operations of the real number system, evaluation of rational algebraic expressions, solutions, and graphs of first-degree equations and inequalities, operations with the factoring of polynomials, and solution of quadratic equations and inequalities. Further topics include variables, field properties, algebraic fractions, ratio and proportion, linear equations, direct and inverse variation, systems of equations in two variables, and irrational numbers.

### Geometry

#### Geometry Honors

1 Credit, Full Year, Regular or Honors Weight, Grades 9-10

*Prerequisite: Algebra 1*

*Prerequisite for Honors: B- or higher in Algebra 1 Honors*  
 Geometry includes the study of properties of plane and solid figures, deductive methods of reasoning and use of logic, and the application of algebraic techniques in the solution of geometric problems. Topics include angles, congruent triangles, lines in the plane, parallel lines and related figures, lines and planes in space, polygons, similar polygons, the Pythagorean Theorem, circles, area, surface area, volume, coordinate geometry, and locus.

## **Algebra 2**

### **Algebra 2 Honors**

*1 Credit, Full Year, Regular or Honors Weight, Grades 9-11*

*Prerequisite: Algebra 1*

*Prerequisite for Honors: B- or higher in Geometry Honors*

The second year of algebra covers field properties and theorems, set theory, operations with rational and irrational expressions, factoring of rational expressions, in-depth study of linear equations and inequalities, constant, linear and quadratic equations, properties of higher degree functions, operations with rational and irrational exponents, complex numbers, logarithms, and an introduction to trigonometry. Students study the unifying theme of functions with graphing calculators and computers. Students must have completed Algebra 1 before taking this course. Note: Students with departmental approval may take Geometry and Algebra 2 during the same school year.

## **Precalculus**

### **Precalculus Honors**

*1 Credit, Full Year, Regular or Honors Weight, Grades 9-11*

*Prerequisite: Algebra 2*

*Prerequisite for Honors: B- or higher in Algebra 2 Honors*

Precalculus combines the study of trigonometry, elementary functions, analytic geometry, and math analysis topics as preparation for Calculus. Topics include complex numbers, polynomial, logarithmic, exponential, rational, right trigonometric and circular functions and their relations, inverses, and graphs, trigonometric identities and equations, solutions of right and oblique triangles, vectors, polar coordinates, conic sections, mathematical induction, matrix algebra, sequences and series, limits and continuity, binomial theorem, permutations and combinations, and probability. Students study functions extensively with graphing calculators.

## **Algebra 3 & Trigonometry**

*1 Credit, Full Year, Regular Weight, Grades 11-12*

*Prerequisite: Algebra 2*

This is a yearlong course for students who have completed Algebra 2 but are not academically ready for Precalculus. The course of study begins with introduction to statistics, including descriptive data presentation, basic survey techniques and experimental design, and probability. Review of Algebra 2 concepts are integrated into the curriculum with an emphasis on real-world applications. Topics of major focus include algebraic expressions, functions, systems of equations, conics, and trigonometry. These topics are intended to support a student's efforts to qualify for Precalculus the following year.

## **Statistics**

*1 Credit, Full Year, Regular Weight, Grade 12*

Students study both inferential and descriptive statistics and learn the procedures and techniques of elementary probability theory. Statistics topics include: measures of central tendency, measures of variation, the normal distribution, hypothesis testing, estimation, sampling, and

chi-square distribution. Practical applications and relevance to other academic areas are stressed.

## **AP Statistics**

*1 Credit, Full Year, AP Weight, Grades 10-12*

*Prerequisite: Students must be enrolled in or have completed Precalculus Honors or AP Calculus AB or BC*

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics.

## **Calculus**

*1 Credit, Full Year, Regular Weight, Grade 12*

*Prerequisite: Department Chair permission and successful completion of Precalculus*

Calculus is designed for students who are ready for Calculus but do not want the rigorous environment of the AP curriculum. In this course, differential and integral calculus are explored through the interpretation of graphs as well as analytic techniques. Students are expected to investigate and solve problems using algebraic, numerical, graphical, verbal, and written methods. The course focuses not only on theoretical problems but also on life applications.

## **AP Calculus AB, BC**

*1 Credit, Full Year, AP Weight, Grades 11-12*

*Prerequisite: Department Chair permission and successful completion of Precalculus (AB) or Precalculus Honors (AB or BC)*

This course provides students with an understanding of the concepts of calculus and experience with its methods and applications. The course includes the study of elementary functions, properties of functions and their graphs, limits and continuity, differential calculus, and integral calculus. The BC course also includes the study of vector functions, parametric equations, polar coordinates, and sequences and series. Students are expected to investigate and solve problems using algebraic, numerical, graphical, verbal, and written methods.

## **Advanced Topics in Mathematics**

*1 Credit, Full Year, AP Weight, Grades 9-12*

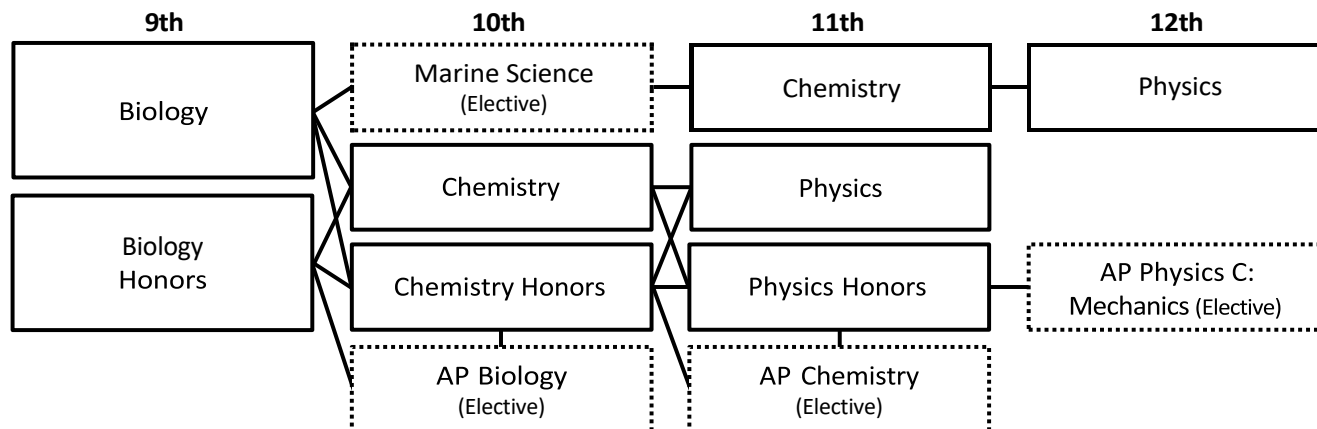
*Prerequisite: Department Chair permission and successful completion of AP Calculus BC*

Advanced Topics in Mathematics is a post-AP math course for students who have successfully completed AP Calculus BC. First semester topics include, but are not limited to: differentiation applications, advanced integration techniques, rotating volumes, differential equations, infinite series, and vector functions. In addition, students are introduced to proof techniques and college level mathematics courses that they may encounter after Calculus.

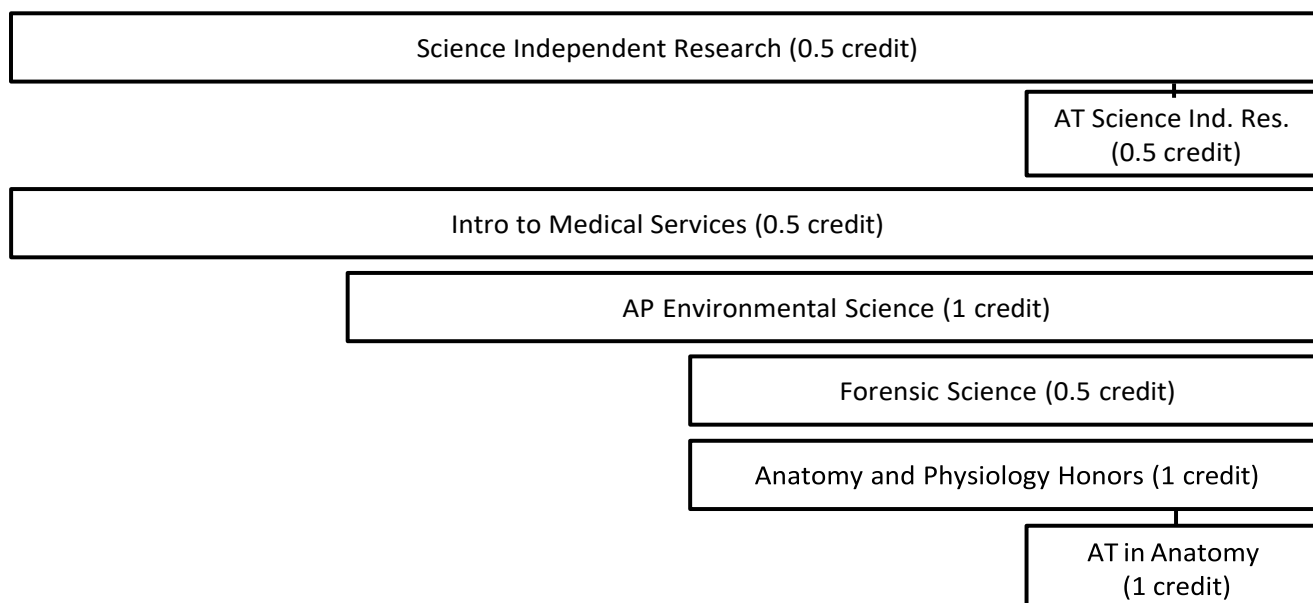
## Science

The Science Department offers courses that provide students with a solid foundation in the sciences and with opportunities to acquire knowledge and appreciation of the natural world. Students of science courses also understand how scientific issues relate to their lives and to the well-being of our planet, and they recognize the interdependence between science and other fields of study. Because of the continually evolving nature of science, we aspire to create and refine scientific models for our students, whom we encourage to: make observations; ask and answer questions; maintain independence of thought while engaged in learning; participate in discussions; and develop scientific literacy. The Department endeavors to cultivate core academic skills, including critical and constructive thinking as well as the ability to communicate ideas and results clearly and accurately from a scientific perspective. Students participate actively in testing hypotheses, conducting experiments, analyzing data, and solving problems—both qualitatively and quantitatively. Outfitted classrooms and technological innovations ensure that our students have numerous and applicable hands-on experiences. The Department’s course options provide students with opportunities to pursue their interests at appropriate levels of rigor, in turn fostering the ability to become self-directed learners who pursue their own academic agendas. Students must meet the appropriate prerequisites and corequisites for each course.

### Science Department Core Curriculum (3 credits required, 4 recommended)



### Electives



## **Biology**

*1 Credit, Full Year, Regular Weight, Grade 9*

*No Prerequisites*

Biology is an introductory study of the concepts of life and life processes. The students study prokaryotic cellular anatomy and physiology, eukaryotic cellular anatomy and physiology, cellular metabolism and energy, cellular mitosis and meiosis, basic genetics, body systems, organs, ecology, evolution, and taxonomic classification. This course requires the student to perform laboratory investigations, analyze experimental data, and draw conclusions. Students will learn the process of writing coherent, technical summaries of laboratory investigations, and visually communicating data through graphs and tables.

## **Biology Honors**

*1 Credit, Full Year, Honors Weight, Grade 9*

*Prerequisite: Excellence in MS science courses and MS teacher recommendation*

Biology Honors is a comprehensive study of the concepts of life and life processes. This course delves into the same subject areas of Biology, but with more depth, a greater degree of analysis, and an emphasis on life processes at the molecular and cellular level. Students will be required to master topics in biochemistry, cell structure and function, protein synthesis, enzyme activity, cell respiration, photosynthesis, cell replication, cell communication, genetics, and evolution. These topics will be applied in the study of microorganisms, plants, and animals and their interrelationship in the environment. This course is designed to challenge the student's critical thinking skills and requires the student to analyze experimental data. Students will learn the process of writing coherent, technical summaries describing the results of the laboratory investigations and applying the results of the investigations to other real-life situations. To further student understanding of the research process, the student will design an experiment, collect data, and analyze the results.

## **AP Biology**

*1 Credit, Full Year, AP Weight, Grades 10-12*

*Prerequisite for 10<sup>th</sup> graders: A in Biology H and concurrent enrollment in Chemistry Honors*

*Prerequisite for 11<sup>th</sup> and 12<sup>th</sup> graders: A in Biology or A- in Biology Honors and A- in Chemistry or B+ in Chemistry Honors*

AP Biology focuses on an in-depth study of the major themes of genetics and evolution (Big Idea #1), biochemistry, metabolism, and energy (Big Idea #2), cell signal transduction pathways and genetics (Big Idea #3), and ecology and the interaction between biological systems (Big Idea #4). Students will learn statistical tests and apply problem-solving skills in Chi Square Analysis (genetics and allele evolution), Hardy-Weinberg Analysis (genetics and population frequency), Population and Logistic Growth Models and Carrying Capacity (ecology and evolution). Students who decide to enroll in AP Biology

must be willing to commit additional time outside of class for independent reading and studying as well as in the completion of lab experiments and assessments. AP Biology students are required to take the national exam.

## **Chemistry**

*1 Credit, Full Year, Regular Weight, Grades 10-11*

*Prerequisite: Successful completion of or concurrent enrollment in Algebra 2*

This course studies the fundamental relationship between the structure and properties of matter and the changes matter can go through. Students will investigate matter at a subatomic level to study basic theories behind its behavior and relate chemical principles to everyday life. Mathematical skills are employed to explore how the elements react and interact with each other to form compounds. Problem-solving skills are utilized throughout the year to study the conceptual, sequential development of the following topics: atomic structure, periodicity, chemical reactions, stoichiometry, solutions, thermochemistry, gases, equilibrium, and kinetics. Laboratory work is an integral part of this course.

## **Chemistry Honors**

*1 Credit, Full Year, Honors Weight, Grades 10-11*

*Prerequisite: Biology H and successful completion of or concurrent enrollment in Algebra 2 H*

This course is designed to be an advanced high school science course and should be considered a prerequisite for AP Chemistry. This rigorous course will cover the basic principles of chemistry with an emphasis on the mathematical and laboratory components of chemistry. Quantitative and qualitative analyses in the lab will focus on developing technique and precision. The pace and depth of Chemistry Honors requires a significant investment of time and effort. Problem-solving skills and critical thinking will be reinforced throughout the year. To further student understanding of the research process, the student will design an experiment, collect data and analyze the results.

## **AP Chemistry**

*1 Credit, Full Year, AP Weight, Grades 11-12*

*Prerequisite: Chemistry H and successful completion of or concurrent enrollment in Precalculus H*

This course is designed to continue the student's education in chemistry at an advanced level leading to the Advanced Placement Examination. The emphasis is on the fundamentals of modern chemistry and the skills of chemical mathematics involved in stoichiometry and chemical equilibrium. The course's significant laboratory component is designed to enforce lecture topics, stimulate the student to apply the fundamentals of chemistry to new problem situations, and develop the student's technical writing skills. Topics to be covered include stoichiometry; atomic orbital theory; bonding; thermochemistry and thermodynamics; kinetics; oxidation-reduction; gas phase and acid/base equilibrium; states of matter; solubility;

electrochemistry; and nuclear as well as organic chemistry. To meet the rigorous curriculum of AP Chemistry created by the College Board, this course will often begin at 7:30 A.M.

### **Physics**

*1 Credit, Full Year, Regular Weight, Grades 11-12*

*Prerequisite: Successful completion of or concurrent enrollment in Algebra 2*

Physics explores the relationship between matter and energy. Students learn physical concepts and their application to real and ideal situations. Physics helps develop logical deductive processes and problem-solving skills. Topics include motion, mechanics, momentum, vectors, kinetic energy, potential energy, light energy, optics, sound, electricity, and electromagnetism. Frequent demonstrations and laboratory work reinforce the concepts introduced. Students will write lab reports that include an analysis of their results, applying the problem-solving skills and physics principles introduced throughout the year.

### **Physics Honors**

*1 Credit, Full Year, Honors Weight, Grades 11-12*

*Prerequisite: Successful completion of or concurrent enrollment in Precalculus H*

Physics Honors involves the study of the forces and laws of nature affecting matter, including equilibrium, motion, momentum, relationships between matter and energy, velocity, acceleration, vectors, and planetary mechanics. Students study the properties and behavior of light and sound waves, magnetic properties and currents, and atomic and nuclear physics. Thus, the ability to interpret and apply higher-level mathematics in analyzing complex word problems is a must to be successful in this course. Laboratory activities enhance the curriculum. Students write a comprehensive and detailed analysis of their lab results. To further student understanding of the research process, the student will design an experiment, collect data, and analyze the results. *Corequisite: Precalculus H.*

### **AP Physics C: Mechanics**

*1 Credit, Full Year, AP Weight, Grade 12*

*Prerequisite: Excellence in Physics Honors and successful completion of or concurrent enrollment in AP Calculus AB or BC*

AP Physics C parallels an introductory college physics course for scientists and engineers. The AP C syllabus covers all areas of Mechanics – kinematics, Newton’s laws of motion, work, energy, and power, systems of particles and linear momentum, rotation, oscillations, and gravitation. Laboratory work and data analysis are integral to the study of physics and are included in the course. Students are expected to write a comprehensive and detailed analysis of their lab results.

### **AP Environmental Science**

*1 Credit, Full Year, AP Weight, Grades 10-12*

*Prerequisites: Biology and Chemistry or an A in Honors Biology with Department Chair approval*

The goal of the course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. They will also be able to identify and analyze environmental problems both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. AP Environmental Science promotes the development of citizens who could make informed, knowledgeable decisions concerning environmental issues.

### **Anatomy & Physiology Honors**

*1 Credit, Full Year, Honors Weight, Grades 11-12*

*Prerequisite: Biology and Chemistry*

This course is designed to be an advanced high school science course for the mature, independent learner and is a prerequisite for Advanced Topics in Anatomy and Physiology. This rigorous course will cover the basic principles of Anatomy and Physiology emphasizing the medical and clinical laboratory components throughout each body system. The pace and depth require a significant investment of time and effort. Problem-solving skills and critical thinking will be reinforced throughout the year with exposure to multiple case studies.

### **Advanced Topics in Anatomy**

*1 Credit, Full Year, AP Weight, Grade 12*

*Prerequisite: Anatomy & Physiology Honors*

Advanced topics in Anatomy and Physiology is designed to be a comprehensive high school medical science class for students with a pre-med focus or for students interested in obtaining a Certified Nursing Assistant (CNA) license. This course will cover the following concepts: role of the nurse aid, promotion of safety, promotion of function and health of residents, basic nursing aide care, and providing specialized care for residents with changes in health. Although students should expect to invest time outside of class mastering concepts, emphasis is placed on classroom engagement, clinical simulations, and assessments. Activities are used to enhance comprehension and enthusiasm for the topics presented. Advanced Topics in Anatomy is a second-year course that features CNA (Certified Nursing Assistant) training.

### **Marine Science**

*1 Credit, Full Year, Regular Weight, Grades 10-11*

*Prerequisite: Biology*

This course integrates life science, Earth science, and Physical science together to foster a deeper understanding of the ocean. Students will study oceanic organisms and the physical characteristics of the ocean while using STEM practices. The courses will focus on real-world learning and oceanic ecology of Florida. Labs are an important part of

the course and will help students learn about the biology of the Gulf and the challenges it faces.

## **SEMESTER COURSES**

### **Forensic Science**

*0.5 Credit, One Semester, Regular Weight, Grades 11-12*

*Prerequisite: Biology and Chemistry*

This course will provide students with hands-on activities related to the proper collection and preservation of physical evidence found at crime scenes. Students will learn the processes and procedures of criminal and death investigation from the crime scene to the crime lab while learning to independently analyze hair, fiber, fingerprints, blood, blood spatter, DNA and more. Students will be responsible during the semester to investigate mock crime scenes using a variety of techniques and deductive reasoning. The semester will culminate in a research presentation via conference style posters in which the student will be responsible for discussing the research they have conducted, and knowledge gained throughout the term.

### **Intro to Medical Services**

*0.5 Credit, One Semester, Regular Weight, Grades 9-12*

*No Prerequisites*

Principles of Medical Services is a course that will serve students interested in medicine. This comprehensive program not only equips students with a diverse set of technical skills but also aids them in identifying a career that aligns with their unique talents and interests. Beyond expanding their understanding of various medical professions, the course is structured to bolster the foundational knowledge necessary for navigating a successful career in medicine. As a result, it empowers all students with the potential to emerge as leaders in their chosen field. Note: This course may be taken as a Principles class for students needing to fulfill that requirement.

### **Science Independent Research**

*0.5 Credit, One Semester, Regular Weight, Grades 9-12*

*No Prerequisites*

Science Independent Research (SIR) students design and carry out original research based on inquiry and the scientific/design process. Research usually falls into one of the following categories: life sciences, computer sciences, math sciences, physical sciences, psychological sciences, and engineering. This is an advanced independent course

designed for students passionate about innovation and capable of managing a class outside of their normal course schedule. Students are expected to attend classes scheduled during break or Flex, arrange coaching sessions with their research mentor, and complete project sections according to deadlines. All projects incorporate a comprehensive research plan, a display board, and a professional presentation to faculty and peers. Students of Science Independent Research compete in the CSN STEM Fair as an equivalent to a semester exam. Student research and engineering projects are graded on creativity, scientific rigor, and how well the process was communicated. Student work is also evaluated on the degree to which the student meets all prescribed responsibilities. Note: This course can be scheduled as an 8<sup>th</sup> class in the fall semester.

### **Advanced Topics in Science Independent Research**

*0.5 Credit, One Semester, AP Weight, Grade 12*

*Prerequisite: Science Independent Research and Department Chair approval*

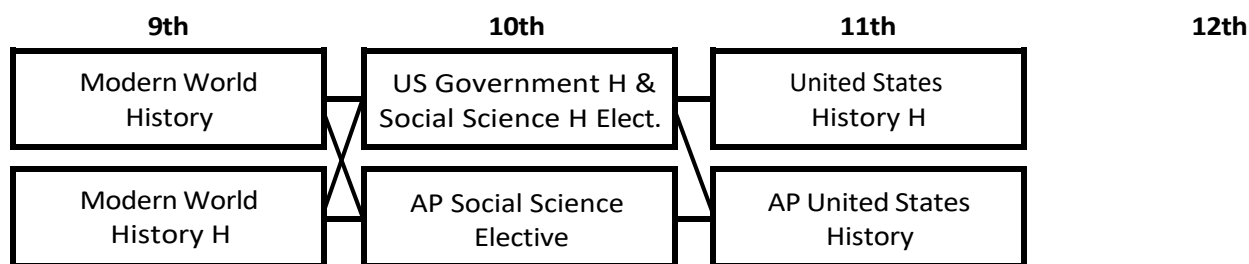
Advanced Topics in Science Independent Research (SIR) students design and carry out original, advanced, research based on inquiry and the scientific/design process. Advanced Topics SIR Students is open to Seniors who have completed two previous SIR semesters, earned an "A" in each, and must be recommended by their research mentor. Research usually falls into one of the following categories: life sciences, computer sciences, math sciences, physical sciences, psychological sciences, and engineering. This is an advanced independent course designed for students passionate about innovation and capable of managing a class outside of their normal course schedule. Students are expected to attend classes scheduled during break or Flex, arrange coaching sessions with their research mentor, and complete project sections according to deadlines. All projects incorporate a comprehensive research plan, a display board, and a professional presentation to faculty and peers. Students of Advanced Topics in Science Independent Research compete in the CSN STEM Fair as an equivalent to a semester exam. Student research and engineering projects are graded on creativity, scientific rigor, and how well the process was communicated. Student work is also evaluated on the degree to which the student meets all prescribed responsibilities. Note: This course can be scheduled as an 8<sup>th</sup> class in the fall semester.

# Social Sciences

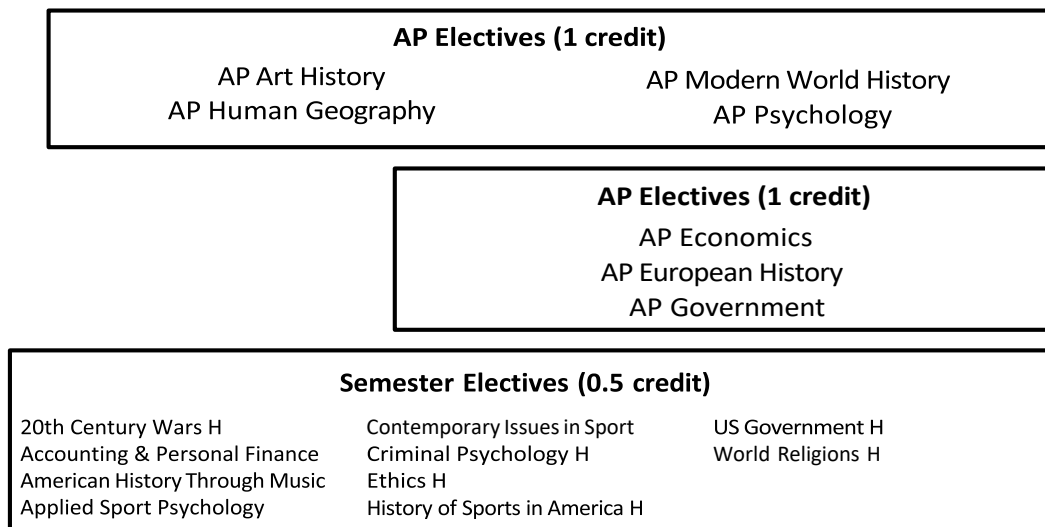
The Social Sciences Department offers a wide range of courses, encompassing the social, political, economic, cultural, and intellectual tradition of humankind. The department seeks to inspire students to think critically and creatively by asking historical questions about themselves, their communities, other cultures, and society as a whole. Students are encouraged to participate in their own society, to apply historical knowledge to the situations they encounter, and to value the privileges and responsibilities inherent in their own lives. Armed with these skills, students are able to view their world in complex ways, not to be swayed easily by simple answers, to critically evaluate information provided by the media, government, or special interest groups. Through a solid background in history, these students become citizens who will think carefully, seek to better their understanding of the world, and have the confidence to act upon their convictions.

At all levels, the department provides students with the tools to think rigorously, to research, and thereby articulate independent ideas about historical events. Throughout courses, close critical reading is emphasized using textbooks, primary sources and literature. Activities and assignments incorporate vocabulary building and encourage students to engage with historical and geographic themes at increasingly complex levels. Similarly, writing instruction in the history department builds from one year to the next to help students develop their expository and analytical writing.

## Social Science Department Core Curriculum (3 credits required, 4 recommended)



### *Electives*



### **Modern World History**

#### **Modern World History Honors**

*1 Credit, Full Year, Regular or Honors Weight, Grade 9*  
*Honors Prerequisite: Previous course grade, strong ERB scores, and teacher recommendation.*

The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems.

#### **United States History Honors**

*1 Credit, Full Year, Regular or Honors Weight, Grade 11-12*  
*No Prerequisites*

This course presents students with a chronological look at American history while focusing on American values and institutions from the colonial period to the present day. Particular emphasis is placed on the following areas: Revolutionary War, Constitutional Development, Civil War and Reconstruction, Industrialization, World Wars I and II, Cold War, and Contemporary History. There will be a research element to this course.

#### **AP United States History**

*1 Credit, Full Year, AP Weight, Grades 11-12*  
*No Prerequisites*

This course will survey the history of the United States of America from the “discovery” and settlement of the New World to the very recent past. The primary focus of the course will be to provide students with an opportunity to develop an understanding of some of the major themes in American history, to train students to analyze historical evidence, and to develop in students their ability to analyze and express historical understanding in writing. This class will emphasize certain themes: political institutions and behavior and public policy, social and economic change, diplomacy and international relations, and cultural and intellectual developments.

## **AP ELECTIVE COURSES**

#### **AP Art History**

*1 Credit, Full Year, AP Weight, Grades 10-12*  
*No Prerequisites*

This course explores topics such as the nature of art, its uses, its meanings, art making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters in-depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history. Note: This

course may fulfill either an Art or Social Science credit, but not both.

#### **AP Economics**

*1 Credit, Full Year, AP Weight, Grade 12*  
*No Prerequisites*

This course prepares students for two AP exams: AP Microeconomics and AP Macroeconomics. The purpose of AP Microeconomics is to give students a thorough understanding of the principles of economics as they apply to the decisions of individuals – both consumers and producers – within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. The purpose of an AP course in Macroeconomics is to give students a thorough understanding of the principles of economics that apply to the economic system as a whole.

#### **AP European History**

*1 Credit, Full Year, AP Weight, Grades 11-12*  
*No Prerequisites*

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing historical evidence; contextualization; comparison; causation; change and continuity over time; and argument development. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

#### **AP Government**

*1 Credit, Full Year, AP Weight, Grades 11-12*  
*No Prerequisites*

This course prepares students for two AP Exams: AP US Government and AP Comparative Politics. The purpose of AP US Government is to give students an understating of key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the USA. Studies will focus on foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. AP Comparative Politics provides students with a concrete understanding of the scientific method behind political comparison, a well-developed sense of political theory, and a “real world” understanding of global studies through

specific analysis of six different political entities: The United Kingdom, Russia, Iran, China, Nigeria, and Mexico.

### **AP Human Geography**

*1 Credit, Full Year, AP Weight, Grades 10-12*

#### *No Prerequisites*

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

### **AP Psychology**

*1 Credit, Full Year, AP Weight, Grades 10-12*

#### *No Prerequisites*

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

### **AP World History: Modern**

*1 Credit, Full Year, AP Weight, Grades 10-12*

#### *No Prerequisites*

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

## **SEMESTER COURSES**

### **20th Century Wars Honors**

*0.5 Credit, One Semester, Honors Weight, Grades 10-12*

#### *No Prerequisites*

The 20th Century saw dramatic increases in the size and scope of wars, as well as major changes to the nature of warfare because of developments such as the widespread use of gunpowder to the proliferation of nuclear weapons. This topic explores the causes and consequences of conflicts, as well as the practices of warfare in the 20th

Century. The course will explore the causes and effects of World War II, The Korean War, The Falklands War, and The Gulf War. These wars run the gamut between a total war with World War II, which completely changed the world order to limited, but important wars such as the Falklands War and the Gulf War.

### **Accounting and Personal Finance**

*0.5 Credit, One Semester, Regular Weight, Grades 9-12*

#### *No Prerequisites*

This course will introduce students to the basic principles of accounting. Students will be exposed to the terminology, concepts, and applications of accounting principles in practice. Students will also study the practical elements of personal finance. The course will be interactive - offering important lessons in accounting and real-world examples of personal finance applications. Upon completion, this course will provide students with the basic fundamentals of accounting concepts necessary for students planning to study accounting, finance, or business in college. Additionally, this course will provide a foundation for personal financial literacy. Note: This course may be taken as a Principles class for students needing to fulfill that requirement.

### **American History Through Music**

*0.5 Credit, One Semester, Regular Weight, Grades 10-12*

#### *No Prerequisites*

Textbooks tell stories, music explores life. This course will look at America's political, cultural, and social history through the stories of singers and songwriters who often lived in forgotten places but change the way we see the world. From its Jazzy New Orleans roots to its heavy NYC beats and bars, we will read, research, and (most importantly) listen as this course takes us on a musical journey through the heart and soul of the United States.

### **Applied Sport Psychology**

*0.5 Credit, One Semester, Regular Weight, Grades 10-12*

#### *No Prerequisites*

This course is required for students enrolled in the Human Performance Scholars Program, as well as, offered as an elective with open enrollment. The focus of this course addresses the psychological factors that affect performance in sport such as motivation, expectations, concentration, focus, confidence, anxiety, and relaxation. Students will be introduced to mental skills and strategies that will enhance performance, make athletic participation more enjoyable, and learn skills that can be transferred to any performance-based activity.

### **Contemporary Issues in Sport**

*0.5 Credit, One Semester, Regular Weight, Grades 10-12*

#### *No Prerequisites*

This course is required for students enrolled in the Human Performance Scholars Program, as well as, offered as an elective with open enrollment. Students will examine the scope and effect of sport on society. They will explore

sociological concepts on how sports participation impacts the lives of individuals and groups in a society. The course will cover sport at the youth, intercollegiate, professional, and international level. Students will explore several significant contemporary issues. These contemporary sport issues will include, but not limited to, drug abuse, race, ethnicity, gender inequity, cheating, ethics, gambling, and violence.

### **Criminal Psychology Honors**

*0.5 Credit, One Semester, Honors Weight, Grades 10-12  
No Prerequisites*

This course is designed for students interested in criminal justice, the law, or mental health professions. This course examines the relationship between human development and the likelihood of committing a crime through the basics of psychology and use of case study methods to explore the nature and history of psychological and behavioral disorders. The second part of this course takes it one step further as psychological concepts are applied to investigation and the law. Through the study of real crimes in America and the legal system in action, the course will draw connections on how research and theory affect your comprehension of suspects, criminals, police officers, lawyers, witnesses, judges, and jurors. Due to the content of this course, it is recommended for upperclass students only.

### **Ethics Honors**

*0.5 Credit, One Semester, Honors Weight, Grades 10-12  
No Prerequisites*

Using the foundational philosophies of Eastern and Western traditions, this course will examine how to understand and formulate ethical decision-making. Students will apply these different philosophical frameworks as they read (articles and essays), examine media (social media, film, documentaries, and television), and discuss contemporary issues.

### **Health**

*0.5 Credit, One Semester, Regular Weight, Grade 9  
No Prerequisites*

This is a required semester-long course aligned with the National Health Education Standards. The course will assist students in obtaining accurate health information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. Study includes personal and community health; mental, emotional, and social health; injury prevention and safety; nutrition and physical activity; alcohol, tobacco, and other drugs; growth and development. All students will be certified in CPR and use of the AED.

### **History of Sports in America Honors**

*0.5 Credit, One Semester, Honors Weight, Grades 10-12  
No Prerequisites*

The course will look at the growth of the sport industry in the 20th Century and will look at the talents of

accomplished athletes such as Babe Ruth, Babe Didrikson, Jackie Robinson, Muhammad Ali, and Michael Jordan, to name a few. Included will be the application of the economic, social, and medical impact of the games we have come to cheer on. Specific topics may include: the creation of popular sports, baseball's popularity during the first half of the twentieth century, and racial segregation in sports. In addition, we will also investigate significant events in sports history such as the 1919 Black Sox scandal, the victory of the US hockey team over the USSR, the establishment of Title IX, and assassinations at the Moscow Olympics.

### **Professional Leadership and Communication**

*0.5 Credit, One Semester, Regular Weight, Grades 10-12  
No Prerequisites*

This course will help create leaders by preparing young people for professional life as they explore foundational business culture and communication practices. From writing e-mails, to presenting your ideas and running meetings, students will discover the art of professional leadership & communication. Through study, presentation, and projects, students will cultivate effective communication skills that will help them shine as they prepare for college, present themselves in job interviews, and host corporate meetings in the future. The class will take each student through the process of everyday business etiquette to the foundations of corporate leadership and prepare them to think and act like a pro.

### **US Government Honors**

*0.5 Credit, One Semester, Honors Weight, Grades 10-12  
No Prerequisites*

This course explores origins of the U.S. government and the workings of our federal system, all within the context of learning how to write and present research projects. The history of our government, the U.S. Constitution, the form and function of the Legislative, Executive, and Judicial branches are the main themes. Beyond the basic understanding of the form and function of the three branches of our federal system, this course will also probe, in depth, case studies of the events, problems, court cases, leaders and controversies that have shaped our current interpretation of the U.S. Constitution.

### **World Religions Honors**

*0.5 Credit, One Semester, Honors Weight, Grades 10-12  
No Prerequisites*

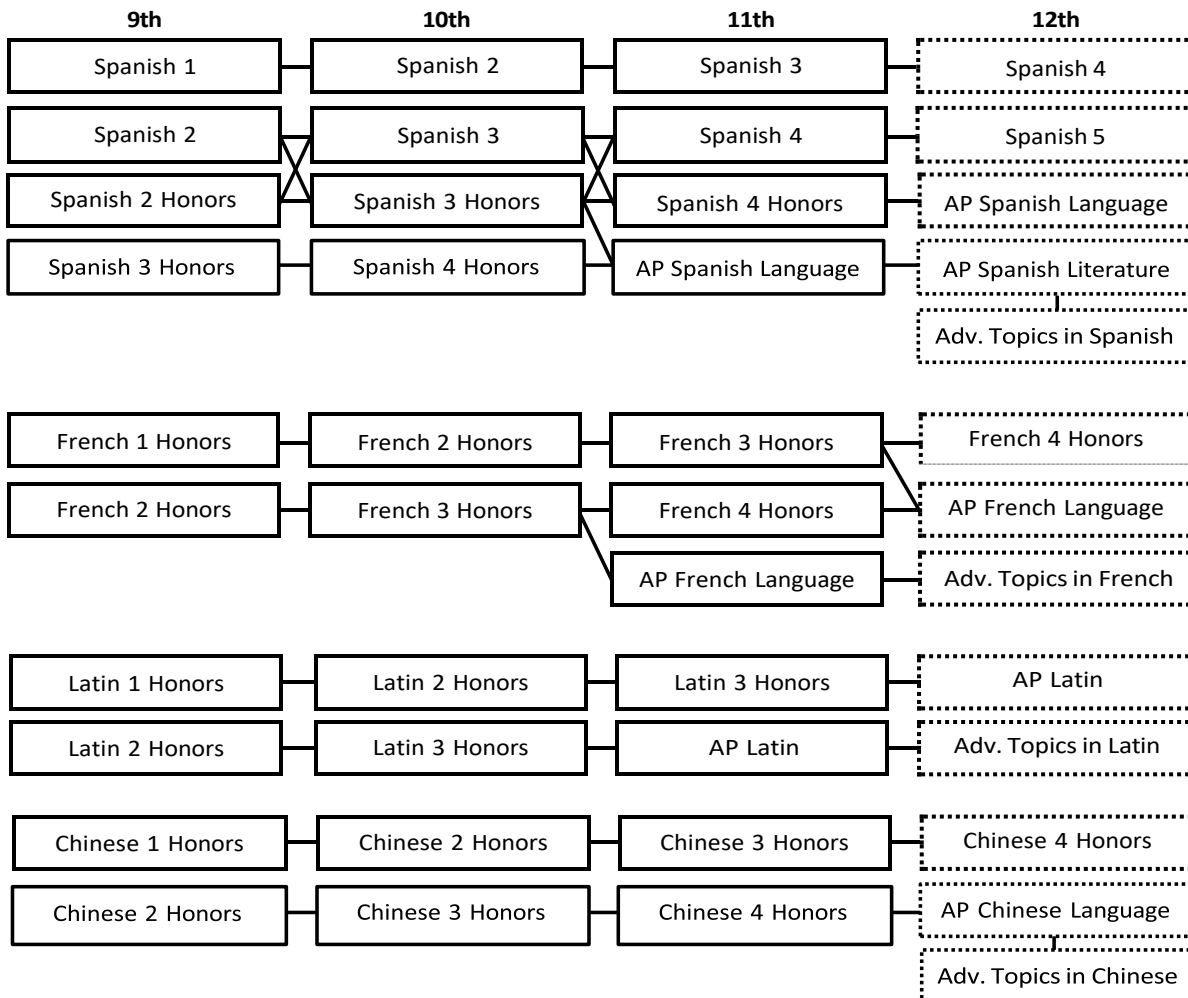
The course seeks to promote an awareness and empathy for religious issues in the contemporary world by introducing a range of world religions reflecting different traditions, beliefs and practices. We will look at historical foundations and the biographical details of Western religions (Judaism, Christianity, Islam) and Eastern religions (Hinduism, Buddhism, Sikhism/Jainism/Baha'i) to get a sense of what it is like to belong to a particular religion and how its followers understand the world.

# World Languages & Cultures

At CSN, language communication, while definitely a central goal, is not the only focus of study in world language courses. Also important is culture, focusing on the history, literature, civilization, and contemporary mores of the world communities speaking these languages. Students gain an understanding of the global and personal perspectives of target language communities, enabling them to establish connections and make comparisons with their own community and culture, leading to greater international understanding. It is also our philosophy and a primary expectation that teachers use the target language 90% of the time in their instruction and that students be encouraged and required to communicate in the language while in class (except for Latin, a classical language), both in interactions with the teacher and with one another. Research indicates that effective language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for students to develop linguistic and cultural proficiency. CSN’s World Language and Cultures Curriculum is focused on building language proficiency in the three modes of communication through authentic texts from various target language communities. Language and culture are based on everyday themes including: Contemporary Life, Personal and Public Identities, Global Issues, Science and Technology, Beauty and Aesthetics (including literature), and Families and Communities.

CSN students are required to take three upper-school level courses in a modern language or Latin. The sequence of courses is determined by the successful completion of prior courses, according to their level of proficiency and teacher recommendation, not by grade level. Advanced Placement courses provide students with rigorous instruction and therefore are intended for juniors and seniors. To be successful, students must possess academic maturity and a strong work ethic. For rising ninth graders who began language studies prior to Upper School classes, students are placed in classes as warranted by teacher recommendations and placement test results. CSN reserves the right to place students according to the judgment of the Upper School Department of World Languages and Cultures and the Dean of Academics.

## World Languages & Cultures Department Core Curriculum (3 credits required, 4 recommended)



# **CHINESE**

## **Chinese 1 Honors**

*1 Credit, Full Year, Honors Weight, Grades 9-12*

*No Prerequisites*

This initiation to Chinese language and culture emphasizes the development of language skills and cultural awareness. The objective of the course is to lay a solid foundation in the four skills of language: listening, speaking, reading, and writing, as well as gaining understanding of Chinese culture. Pinyin (phonetic symbols) will be used as a supplementary tool to learn the spoken language. Students will also simultaneously learn Hanzi (Simplified Chinese characters). They develop basic conversational skills, reading skills, and grammatical knowledge for writing simple sentences. As the year progresses, students strive for greater proficiency in the three modes of communication and two skill areas within each one: interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing. The goal of this course is to help students acquire linguistic skills and cultural awareness by interweaving language and culture, and by guiding them through a progression of activities from the use of authentic language through structured practice to produce creative, personalized expression. The course is taught in Mandarin Chinese, with increased use of authentic materials that deal with world themes. There is also emphasis on accurate pronunciation and intonation. Language skills are developed through class activities, recordings, and videos, as well as the use of textbooks, workbooks, and readings. Assessment of all communication is geared toward the novice-high proficiency level.

## **Chinese 2 Honors**

*1 Credit, Full Year, Honors Weight, Grades 9-12*

*Prerequisites: Chinese 1 Honors or Proficiency Test Placement*

This is an intensive course designed for those who have demonstrated an exceptional talent and an affinity for Chinese language and culture study. The basic grammar rules of the first year are now refined and augmented, and students' knowledge of vocabulary is more extensive and detailed. Culture is presented and integrated through vocabulary presentations and readings. Students are exposed to a broad range of authentic materials and learn to read with greater fluency, comprehension, and analytical skill. Students learn to express themselves creatively through dialogues, paired and group activities, and class discussions on selected topics. Writing skills are extended through short compositions and personal narratives. The text uses an integrated approach to language learning to develop language proficiency and to provide a balanced focus on the listening, speaking, reading, and writing skills. There is a continuation of higher order thinking and cognitively challenging communicative tasks, leading to more creative language use. Assessment of all communication is geared toward the intermediate-low proficiency level.

## **Chinese 3 Honors**

*1 Credit, Full Year, Honors Weight, Grades 9-12*

*Prerequisites: Chinese 2 Honors or Proficiency Test Placement*

This course is designed to more fully develop intermediate language skills in the three modes of communication: interpretive listening and reading; interpersonal speaking and writing; and presentational speaking and writing. Grammatical concepts are reviewed and expanded to include more sophisticated vocabulary, taught in a meaningful, contextualized way. Students improve their listening skills through audio and video activities and develop their comprehension and analytical skills through exposure to authentic print passages of varying degrees of length, complexity, and cultural impact. Speaking and writing skills are developed through discussion and composition work, including both analysis and personal response to authentic texts, such as film clips and readings. Students are expected to apply learning in realistic communication, using Chinese to create meaning, as well as building intercultural competence through exploration of the perspectives of Chinese-speaking communities of the world. There is continued focus on higher order thinking and cognitively challenging communicative tasks, leading to more creative language use.

## **Chinese 4 Honors**

*1 Credit, Full Year, Honors Weight, Grades 9-12*

*Prerequisites: Chinese 3 Honors or Proficiency Test Placement*

This course is designed to provide students various opportunities to further improve intermediate language skills in the three modes of communication: interpretive listening and reading; interpersonal speaking and writing; and presentational speaking and writing. AP themes are introduced through plentiful authentic print, audio, and audiovisual resources, leading students to develop a rich, thematic vocabulary, which enables them to routinely communicate about the world in which they live. Learners not only develop greater proficiency in language communication, but also in cultural knowledge as they make connections and comparisons between Chinese cultures and their own culture(s), ultimately leading to greater intercultural competency. There is continued focus on critical thinking and cognitively challenging communicative tasks, leading to more creative language use. Assessments of all communication is geared toward the intermediate-mid proficiency level.

## **AP Chinese Language & Culture**

*1 Credit, Full Year, AP Weight, Grades 11-12*

*Prerequisites: Chinese 4 Honors or Proficiency Test Placement*

The AP Chinese Language and Culture course is designed for students who wish to achieve greater proficiency (intermediate high-advanced low) while integrating their language skills, basing content on authentic materials and sources. Students who enroll should already have a

functional knowledge of the language and cultures of Mandarin Chinese and should have attained a reasonable proficiency in using the language. Students explore the various themes and contexts of the AP Chinese curriculum while also considering essential questions that are addressed in the global community. Products, practices, and perspectives of Chinese cultures of the world are explored and strengthened. Higher order thinking is key as students seek to analyze, evaluate, infer, conclude, and predict within the various contexts explored. The AP course is comparable to fourth semester (or the equivalent) college/university courses in Mandarin Chinese. This course, which deepens students' immersion into the language and culture of the Chinese-speaking world, 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) as outlined in the Standards for Foreign Language Learning in the 21st Century. 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.

### **Advanced Topics in Chinese**

*1 Credit, Full Year, AP Weight, Grades 11-12*

*Prerequisites: AP Chinese Language & Culture or Proficiency Test Placement*

This class is offered to students who have already taken the AP Chinese Language and Culture exam, have developed a strong interest in the Chinese language, and wish to apply it to anticipated university studies and future professions. Curriculum is designed to further develop the three modes of communication and advance skills in listening, speaking, reading, and writing, while also expanding knowledge of Chinese culture, history, and society. Topics are based on authentic texts that boost students' language skills in practical contexts and authentic cultural settings. The class will explore a variety of print, visual, audio, and audiovisual texts (such as Web sites, blogs, literature, news sources, etc.). Students will have the opportunity to learn specialized vocabulary and structures as they explore topics based on their academic areas of interest (science, medicine, politics, business, finance, etc.). They will evaluate, discuss, and process what they learn through discussions, presentations, papers, and projects.

## **FRENCH**

### **French 1 Honors**

*1 Credit, Full Year, Honors Weight, Grades 9-12*

*No Prerequisites*

This initiation to French language study emphasizes the development of fundamental language skills. The objective of the course is to lay a solid foundation in the four skills of language — listening, speaking, reading, and writing.

Students practice pronunciation and intonation of the language, and they learn to recognize words and grasp the main ideas when listening to simple spoken French. They develop basic conversational skills, grammatical knowledge for writing simple sentences, and reading skills at and beyond the level of “cognate French.” As the year progresses students strive for greater proficiency in the three modes of communication and two skill areas within each one: interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing. The goal of the program is to help students develop linguistic skills and cultural awareness by interweaving language and culture, and by guiding them through a progression of activities from use of authentic language through structured practice to produce creative, personalized expression. The course is taught in French, with increased use of authentic materials that deal with world themes. There is also emphasis on accurate pronunciation and intonation. Language skills are developed through class activities, recordings, and videos, as well as the use of the textbook, workbooks, and readings. Assessment of all communication is geared toward the novice-high proficiency level.

### **French 2 Honors**

*1 Credit, Full Year, Honors Weight, Grades 9-12*

*Prerequisites: French 1 Honors or Proficiency Test Placement*

The overall goal of the French 2 Honors course is to move students toward a natural and idiomatic communicative competence. The language learning process, which includes a contextualized review and building upon the foundation of first level topics and vocabulary units, and the introduction of concepts assigned typically to the second level, is accomplished through integrating modes of communication in authentic, real-life application. The new material is no sooner introduced, than it becomes integrated into communicative contexts of the language promoted throughout textbook and Web-based interactive activities. Audio and audiovisual resources, which accompany the text, drive the scope and sequence of the vocabulary and grammar curriculum, additionally providing instruction in cultural awareness and understanding. Informational articles offer explanations of cultural appropriateness, while journalistic and literary texts taken from authentic French sources create exercises in reading comprehension. Assessment of all communication is geared toward the intermediate-low proficiency level.

### **French 3 Honors**

*1 Credit, Full Year, Honors Weight, Grades 9-12*

*Prerequisites: French 2 Honors or Proficiency Test Placement*

This course is designed to fully develop intermediate language skills in the three modes of communication: interpretive listening, reading, and viewing; interpersonal speaking and writing; and presentational speaking and writing. The French 3 Honors course is designed to strengthen and to build upon all the skills that students have acquired in previous levels. Grammatical concepts are reviewed and expanded to include more sophisticated vocabulary, taught

in a meaningful, contextualized way. Students improve their listening skills through audio and video activities and develop their comprehension and analytical skills through exposure to authentic print passages of varying degrees of length, complexity, and cultural impact. Speaking and writing skills are developed through discussion and composition work, including both analysis and personal response to authentic texts, such as film clips and readings. Students are expected to apply learning in realistic communication, using French to create meaning, as well as building intercultural competence through exploration of the perspectives of Francophone communities of the world.

#### **French 4 Honors**

*1 Credit, Full Year, Honors Weight, Grades 9-12*

*Prerequisites: French 3 Honors or Proficiency Test Placement*

This course provides an additional year of language study for students who are planning to take AP French Language and Culture but want or need another year to reinforce and advance their level of proficiency in interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing, all areas that define language communication and are assessed on the AP exam. As a pre-AP course students work toward ease and clarity of expression as they reinforce and build on prior grammar and vocabulary. AP themes are introduced through plentiful authentic print, audio, and audiovisual resources, leading students to develop a rich, thematic vocabulary, which enables them to routinely communicate about the world in which they live. Learners not only develop greater proficiency in language communication, but also in cultural knowledge as they make connections and comparisons between French-speaking communities of the world and their own community, ultimately leading to greater intercultural competency. An integrated approach to learning provides students with interactive Web resources that both reinforce and enhance learning, within the classroom environment, at home, and in real-world application.

#### **AP French Language & Culture**

*1 Credit, Full Year, AP Weight, Grades 11-12*

*Prerequisites: French 4 Honors, Proficiency Test Placement, or Department Chair approval*

AP French Language and Culture is intended for students who wish to achieve greater proficiency (advanced-low to advanced-mid) while integrating their language skills, basing content on authentic materials and sources. Students who enroll should already have a functional knowledge of the language and cultures of French-speaking peoples and should have attained a reasonable proficiency in using the language. Students explore the various themes and contexts of the AP French curriculum while also considering essential questions that are addressed in the global community. Products, practices, and perspectives of French-speaking cultures of the world are explored and strengthened, while also comparing them to the students' home community and culture. All authentic print, audio, and audiovisual materials are engaging, relevant, and especially appropriate as they

give students thematic vocabulary and contextualized grammar and structure, all with the goal of reaching greater communicative competency. The AP French Language and Culture course helps prepare students to demonstrate their level of French proficiency across three communicative modes (interpersonal [interactive communication], interpretive [receptive communication], and presentational [productive communication]), and the five goal areas as outlined in the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to fifth semester college and university courses that focus on spoken and written communication in the target language at an advanced level. Higher order thinking is key as students seek to analyze, evaluate, infer, conclude, and predict within the various contexts explored. Grammar and vocabulary are reinforced, reviewed, and strengthened in meaningful context, making learning more relevant and natural.

#### **Advanced Topics in French**

*1 Credit, Full Year, AP Weight, Grades 11-12*

*Prerequisites: AP French or Proficiency Test Placement*

This class is offered to students who have already taken the AP French Language and Culture exam, have developed a strong interest in the French language, and wish to apply it to anticipated university studies and future professions. Curriculum is designed to further develop the three modes of communication and advance skills in listening, speaking, reading, and writing, while also expanding their knowledge of Francophone cultures and communities. Topics are based on authentic texts that boost students' language skills in practical contexts and authentic cultural settings. The class will explore a variety of print, visual, audio, and audiovisual texts (such as Web sites, blogs, literature, news sources, etc.). Students will have the opportunity to learn specialized vocabulary and structures as they explore topics based on their academic areas of interest (science, medicine, politics, business, finance, etc.). They will evaluate, discuss, and process what they learn through discussions, presentations, papers, and projects.

## **LATIN**

#### **Latin 1 Honors**

*1 Credit, Full Year, Honors Weight, Grades 9-12*

*No Prerequisites*

In Latin I, students are introduced to the language of the ancient Romans through a combination of focused grammar study and reading comprehension. Students will also discover the Latin roots of English words in order to improve their vocabulary. Finally, students will learn about the ancient world by looking at its mythology and religion, law, government, politics, literature and art, and daily life.

#### **Latin 2 Honors**

*1 Credit, Full Year, Honors Weight, Grades 9-12*

***Prerequisites: Latin 1 Honors or Proficiency Test Placement***

In this course, students continue their study of the Latin language and Roman culture and history. They complete their study of grammar while deepening their understanding of Latin vocabulary and syntax. In addition to learning myths and history of the ancient Romans, they read about the Trojan War and the founding of Rome in Latin. As they develop the ability to read more complicated Latin stories, they increase their understanding of language structure as a whole.

**Latin 3 Honors**

*1 Credit, Full Year, Honors Weight, Grades 9-12*

***Prerequisites: Latin 2 Honors or Proficiency Test Placement***

In the third year, students are introduced to authentic Latin texts written by Roman authors. The first semester is dedicated to Latin prose by authors such as Cicero, Caesar, and Livy. The second semester focuses on the Roman poets Catullus, Horace, Ovid, and Vergil. While polishing their ability to read and translate Latin, students also develop skills in literary analysis and rhetorical analysis.

**AP Latin**

*1 Credit, Full Year, AP Weight, Grades 11-12*

***Prerequisites: Latin 3 Honors or Proficiency Test Placement***

The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's *Aeneid* and Caesar's *Gallic War*. The course requires students to prepare and translate the readings, and places these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both works will help place the Latin readings in a historical and cultural context.

**Advanced Topics in Latin**

*1 Credit, Full Year, AP Weight, Grades 11-12*

***Prerequisites: AP Latin or Department Chair approval***

Students in this course will continue their study of Latin by focusing on a single author or literary theme. Students will be expected to produce a well-researched scholarly paper or digital presentation as evidence of their significant study.

## **SPANISH**

**Spanish 1**

*1 Credit, Full Year, Honors Weight, Grades 9-12*

***No Prerequisites***

This initiation to Spanish language study emphasizes the development of fundamental language skills. The objective of the course is to lay a solid foundation in the four skills of language — listening, speaking, reading, and writing. Students practice pronunciation and intonation of the language, and they learn to recognize words and grasp the main ideas when listening to simple spoken Spanish. They develop basic conversational skills, grammatical knowledge

for writing simple sentences in the present tense and reading skills at and beyond the level of “cognate Spanish.” As the year progresses students strive for novice-mid or greater proficiency in the three modes of communication and two skill areas within each one: interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing. The goal of the program is to help students acquire linguistic skills and cultural awareness by interweaving language and culture, and by guiding them through a progression of activities from use of authentic language through structured practice to produce creative, personalized expression. The course is taught in Spanish, with increased use of authentic materials that deal with world themes. There is also emphasis on accurate pronunciation and intonation. Language skills are developed through class activities, recordings, and videos, as well as the use of online textbooks, workbooks, and readings. Assessment of all communication is geared toward the novice-mid proficiency level. This course does not have a prerequisite.

**Spanish 2**

*1 Credit, Full Year, Regular Weight, Grades 9-12*

***Prerequisites: Spanish 1 or Proficiency Test Placement***

Spanish 2 is a high school course designed to enhance the student's communication abilities in Spanish. Building upon the foundation in Spanish 1, this course revisits and expands on essential grammar and vocabulary, providing the student a more robust understanding of the language. The course focuses on elevating the student's proficiency in all key areas: speaking, listening, reading, and writing. In Spanish 2, students will experience a significant emphasis on oral skills. We place a considerable emphasis on developing students' oral skills. Students practice and master activities designed to sharpen their listening abilities, enhance their reading comprehension, and refine their writing techniques. To make the language come alive, we use a variety of engaging video clips and compelling readings. We carefully select these resources to expand your vocabulary and immerse you in the rich tapestry of Spanish-speaking cultures. These materials give the students insights into the diverse customs, experiences, and accents that define these cultures. A vital component of this course is the reinforcement and expansion of the fundamental rules you learned in the first year. We aim to redefine these rules, adding depth and context to your understanding. Their vocabulary range will grow considerably, encompassing more detailed and practical expressions for everyday communication. As we integrate these skills, the goal of Spanish 2 is to foster continuous language development. The assessments in this course are designed to gauge your proficiency at a novice-high level, ensuring that you are learning and effectively applying your knowledge in real-world contexts. Spanish 2 is not just about learning a language; it's about connecting with a world of diverse people, cultures, and perspectives.

### **Spanish 2 Honors**

*1 Credit, Full Year, Honors Weight, Grades 9-12*

*Prerequisites: Spanish 1 and Teacher Recommendation, or Proficiency Test Placement*

This is a two-semester course designed for those who have demonstrated exceptional talent and affinity for Spanish language and culture study. The overall goal of the Spanish 2 Honors course is to move students toward natural and idiomatic communicative competence. The language learning process, which includes a contextualized review, builds upon the foundation of first level topics and vocabulary units to introduce new concepts while integrating the modes of communication in authentic, real-life applications. Culture is also presented and integrated contextually as students are exposed to more authentic texts and learn to read Spanish with greater fluency, comprehension, and analytical skill. Audio and audiovisual resources are used to increase language competency and cultural awareness. The honors track course distinguishes itself through its more rigorous pace and greater focus on higher order thinking and challenging communicative tasks. Assessment of all communication is geared toward the intermediate-low proficiency level. A Teacher recommendation and/or placement test is required to enroll in this course.

### **Spanish 3**

*1 Credit, Full Year, Regular Weight, Grades 9-12*

*Prerequisites: Spanish 2 and Teacher Recommendation, or Proficiency Test Placement*

This third-year Spanish course includes a comprehensive review of basic Spanish grammar. However, it is designed to move toward intermediate language skills in the three modes of communication: interpretive listening, reading, and viewing; interpersonal speaking and writing; and presentational speaking and writing. This Spanish 3 course is designed to strengthen and to build upon all the skills that students have acquired in previous levels by reviewing the present, preterit and imperfect, but also delving into the subjunctive mood. Students improve their listening skills through audio and video activities and develop their comprehension and interpretive skills through exposure to authentic print passages. Speaking and writing skills are developed through discussion and composition work, including personal response to authentic texts, such as film clips and readings. Students are expected to apply learning in realistic communication, using Spanish to create meaning and work toward a greater understanding of the culture of Spanish-speaking communities of the world. Assessment of all communication is geared toward the intermediate-low proficiency level. A Teacher recommendation and/or placement test is required to enroll in this course.

### **Spanish 3 Honors**

*1 Credit, Full Year, Honors Weight, Grades 9-12*

*Prerequisites: Spanish 2 H and Teacher Recommendation, or Proficiency Test Placement*

Spanish 3 Honors course is a two-semester comprehensive and engaging program for high school students (Grade Level

9, 10, 11, and 12) eager to advance their Spanish language skills. This course thoughtfully builds upon the foundational knowledge acquired in earlier levels, emphasizing the three critical modes of communication: interpretive (listening, reading, viewing), interpersonal (speaking, writing), and presentational (speaking, writing). Our curriculum revolves around a deeper exploration of grammatical structures, incorporating a more sophisticated vocabulary presented in a context-rich environment. Students will refine their listening abilities through varied audio and video exercises while developing their comprehension and analytical skills by engaging with authentic print materials. These resources, carefully selected for their cultural relevance and varying complexity, provide a realistic glimpse into the diverse world of Spanish-speaking communities. In terms of expression, the course strongly emphasizes improving speaking and writing competencies. Through dynamic discussions, presentations, and composition exercises, students will analyze and personally respond to authentic Spanish texts, such as film excerpts and literary pieces. Its accelerated pace and focus on higher-order thinking set the Spanish 3 Honors course apart. Students will be challenged with cognitively demanding tasks that promote creative language use and enhance communication skills at the Intermediate-Low and Intermediate-Mid levels, according to the ACTFL Proficiency Standards. The Spanish 3 Honors course aims to improve linguistic proficiency and foster a deep intercultural understanding. This course prepares students to engage meaningfully with Spanish-speaking cultures around the globe. Assessments in this course are targeted at the intermediate-mid proficiency level, ensuring a thorough evaluation of a student's progress in all communication aspects. This honors-level course promises an enriching experience for those committed to mastering the Spanish language and embracing its cultural richness.

### **Spanish 4**

*1 Credit, Full Year, Regular Weight, Grades 9-12*

*Prerequisites: Spanish 3 and Teacher Recommendation, or Proficiency Test Placement*

This fourth-year course expands and strengthens the skills that were acquired in Spanish 3. It is designed to further intermediate language proficiency in the three modes of communication: interpersonal interpretive and presentational. Grammatical concepts are reviewed and expanded to include more sophisticated vocabulary, presented in a meaningful and contextualized manner. Speaking and writing skills are developed through discussions and activities that include both analysis and reflection of authentic print, audio, and audiovisual materials. Students will show an emerging ability to tell and comprehend stories and information related to basic and personal needs in a wide variety of contexts. The course also aims to increase cultural awareness and recognize cultural differences and perspectives. Assessment of all communications is geared toward the intermediate-mid proficiency level.

### **Spanish 4 Honors**

*1 Credit, Full Year, Honors Weight, Grades 9-12*

*Prerequisites: Spanish 3 H and Teacher Recommendation, or Proficiency Test Placement*

This course provides an additional year of language study for students who are planning to take AP Spanish Language and Culture but want or need another year to reinforce and advance their level of proficiency in interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing, all areas that define language communication and are assessed on the AP exam. Students work toward ease and clarity of expression while they reinforce and build on prior grammar and vocabulary. AP themes are introduced through plentiful authentic print, audio, and audiovisual resources, leading students to develop a rich, thematic vocabulary, which enables them to routinely communicate about the world in which they live. Learners not only develop greater proficiency in language communication, but also in cultural knowledge as they make connections and comparisons between Spanish-speaking communities of the world and their own community, ultimately leading to greater intercultural competency. Assessment of all communication is geared toward the intermediate-high proficiency level. Successful completion of Spanish 3 Honors, a teacher recommendation and/or placement test is required to enroll in this course.

### **Spanish 5**

*1 Credit, Full Year, Regular Weight, Grades 9-12*

*Prerequisites: Spanish 4 and Teacher Recommendation, or Proficiency Test Placement*

For those students not opting for AP Spanish Language, this course provides additional language instruction in the skills of speaking, listening, reading, and writing. Students will increase their level of proficiency with the language to achieve increased communicative competency and acquire a stronger foundation in preparation for future college courses. Students will use communication exercises to create meaning and establish intercultural connections with the Spanish-speaking communities of the world.

### **AP Spanish Language & Culture**

*1 Credit, Full Year, AP Weight, Grades 9-12*

*Prerequisites: Spanish 4 H and Teacher Recommendation, or Proficiency Test Placement*

AP Spanish Language and Culture is intended for students who wish to achieve greater proficiency (advanced-low to advanced-mid) while integrating their language skills, basing content on authentic materials and sources. Students who enroll should already have a functional knowledge of the language and cultures of Spanish-speaking peoples and should have attained a reasonable proficiency in using the language. Students explore the various themes and contexts of the AP Spanish curriculum while also considering essential questions that are addressed in the global community. Products, practices, and perspectives of Spanish-speaking cultures of the world are explored and strengthened, while also comparing them to the students' home community and

culture. All authentic print, audio, and audiovisual materials are engaging, relevant, and especially appropriate as they give students thematic vocabulary and contextualized grammar and structure, all with the goal of reaching greater communicative competency. A Teacher recommendation is required to enroll in this course. The AP Spanish Language and Culture course helps prepare students to demonstrate their level of Spanish proficiency across three communicative modes (interpersonal [interactive communication], interpretive [receptive communication], and presentational [productive communication]), and the five goal areas as outlined in the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to fifth semester college and university courses that focus on spoken and written communication in the target language at an advanced level. Higher order thinking is key as students seek to analyze, evaluate, infer, conclude, and predict within the various contexts explored. Grammar and vocabulary are reinforced, reviewed, and strengthened in meaningful context, making learning more relevant and natural.

### **AP Spanish Literature & Culture**

*1 Credit, Full Year, AP Weight, Grades 9-12*

*Prerequisites: AP Spanish Language and Teacher Recommendation, or Proficiency Test Placement*

This year long AP course, equivalent to a first-year college level introductory literature course, uses a thematic approach to introduce students to representative texts (short stories, novels, plays, poetry, and essays) from Spain, Latin American, and Hispanic writers in the United States. Literature is examined within the framework of eight units that place the required readings within historical, geographical, and cultural contexts. Students will be prepared for the AP exam in May, which includes multiple choice and free response questions that analyze, interpret, compare or discuss selections from the required reading list and other supplemental readings, and incorporate the learning objectives and the six course themes (*Las sociedades en contacto, La construcción del género, El tiempo y el espacio, Las relaciones interpersonales, La dualidad del ser, La creación literaria*). Teachers use Spanish almost exclusively in this class and expects students to do likewise. A teacher recommendation and junior/senior standing is required to enroll in this course.

### **Advanced Topics in Spanish**

*1 Credit, Full Year, AP Weight, Grades 9-12*

*Prerequisites: AP Spanish Literature and Teacher Recommendation, or Proficiency Test Placement*

This class is offered to students who have already taken the AP Spanish Literature and Culture exam, have developed a strong interest in the Spanish language, and wish to apply it to anticipated university studies and future professions. Curriculum is designed to further develop the three modes of communication and advance skills in listening, speaking, reading, and writing, while also expanding their knowledge

of Spanish-speaking cultures and communities. Topics are based on authentic texts that expand students' language skills in practical contexts and authentic cultural settings. The class will explore a variety of print, visual, audio, and audiovisual texts (such as Web sites, blogs, literature, news sources, etc.). Students will have the opportunity to learn specialized vocabulary and structures as they explore topics based on their academic areas of interest (science, medicine, politics, business and finance, etc.). They will evaluate, discuss, and process what they learn through discussions, presentations, essays, and projects. Department Chair approval is required to enroll in this course.

## **Principles Courses**

For convenience, listed below are all courses that can be taken to fulfill the Principles graduation requirement:

### **Accounting and Personal Finance**

*0.5 Credit, One Semester, Regular Weight, Grades 9-12*  
*No Prerequisites*

This course will introduce students to the basic principles of accounting. Students will be exposed to the terminology, concepts, and applications of accounting principles in practice. Students will also study the practical elements of personal finance. The course will be interactive - offering important lessons in accounting and real-world examples of personal finance applications. Upon completion, this course will provide students with the basic fundamentals of accounting concepts necessary for students planning to study accounting, finance, or business in college. Additionally, this course will provide a foundation for personal financial literacy. Note: This course may be taken as a Principles class for students needing to fulfill that requirement.

### **Intro to Digital Art & Design**

*0.5 Credit, One Semester, Regular Weight, Grades 9-12*  
*No Prerequisites*

This course is an introduction to elements of two-dimensional (2D) design using digital software. We will study and practice with specialized applications on the iPad and manipulate tools such as paint brushes and effects. We use these to express ourselves, communicate ideas, or provide marketing and public relations support. We will learn to use digital applications to effectively communicate and express ideas visually. Apart from guiding the students through the creative process, the planning stage to the construction of the project, we will nurture the concept of constructive criticism and self-evaluation, to develop aesthetic appreciation. Note: This course may be taken as a Principles class for students needing to fulfill that requirement.

### **Introductory Theater**

*0.5 Credit, Fall Semester, Regular Weight, Grades 9-12*  
*No Prerequisites*

For beginning actors who have minimal or casual experience in theater, they will learn a variety of acting techniques, public

speaking, stage presence, and other general theater skills. Coursework will include memorizing monologues, learning stage presence, conducting play studies, etc. Note: This course may be taken as a Principles class for students needing to fulfill that requirement.

### **Intro to App Development for Entrepreneurs**

*0.5 Credit, One Semester, Regular Weight, Grades 9-12*  
*No Prerequisites*

In this class students will learn the process of customer discovery to develop a business idea that serves customer needs through a mobile app. Students will learn to design user interfaces and to develop their apps through an iterative design process using a visual, block-based programming environment. Students will learn some of the fundamental concepts of programming, variables, loops, conditionals, events, and functions, while working with images, sounds, and videos. Students will learn how to use data and APIs to enhance the functionality of their apps by connecting to web services like Instagram, Google, or Spotify. Students will publish their apps for iOS and Android phones and learn how to advertise and grow their businesses.

### **Intro to Coding in Python**

*0.5 Credit, One Semester, Regular Weight, Grades 9-12*  
*No Prerequisites*

This course introduces students to text-based coding in the Python language. Students will learn about basic coding concepts, in Python, such as conditionals, methods, and loops. They will practice implementing these concepts by using a visual Python graphics library. The graphical nature of the course allows for multiple solutions and gives students visual cues for when they have correctly solved problems.

### **Intro to Game Development**

*0.5 Credit, One Semester, Regular Weight, Grades 9-12*  
*No Prerequisites*

In this class students will learn how to develop 3D, 2D, Virtual Reality (VR), and Augmented Reality (AR) games through an iterative design process. Students will learn some

of the fundamental concepts of programming: variables, loops, conditionals, lists, events, and functions in a block-based programming environment while working with game assets and physics.

### **Intro to Guitar & Music Appreciation**

*0.5 Credit, Fall Semester, Regular Weight, Grades 9-12*

#### ***No Prerequisites***

Interested in learning how to play the guitar? You will learn some basic chords, a few simple chord progressions and songs and will be able to accompany yourself or someone else through a pop song (or a few) by the end of the course. For budding musicians who have little to zero experience with guitar. Throughout the course, students will also listen to music critically and analyze song form, composition styles, lyrics, instrumentation, musical genre, and eras.

### **Intro to Medical Services**

*0.5 Credit, One Semester, Regular Weight, Grades 9-12*

#### ***No Prerequisites***

Principles of Medical Services is a course that will serve students interested in medicine. This comprehensive program not only equips students with a diverse set of technical skills but also aids them in identifying a career that aligns with their unique talents and interests. Beyond expanding their understanding of various medical professions, the course is structured to bolster the foundational knowledge necessary for navigating a successful career in medicine. As a result, it empowers all students with the potential to emerge as leaders in their chosen field.

### **Theater Tech**

*0.5 Credit, One Semester, Regular Weight, Grades 9-12*

#### ***No Prerequisites***

Students will learn the basic skills required to run the backstage needs of productions. Students will be required to serve in a volunteer capacity for at least one event: assembly, school concert, play, musical, etc. More experienced students will be expected to take a leadership role in the course and assist less experienced students. With teacher approval, AT credit is an option for juniors/seniors who complete a special project. Can be taken once. Note: This course may be taken as a Principles class for students needing to fulfill that requirement.

### **Vocal Ensemble**

*0.5 Credit, Fall Semester, Regular Weight, Grades 9-12*

#### ***No Prerequisites***

Students who love to sing will refine their soloing skills and build stronger musicianship through harmonizing with this group. Basic sight singing and theory are implemented in each lesson, as well as focused exercises to create solid vocal technique. Students work towards an end-of-semester performance which includes solos, ensemble selections, and choreography. Students interested in competing in the District Thespian Competition will have the opportunity to workshop a small group number and/or solos, duets, and trios in this class. Note: This course may be taken as a Principles class for students needing to fulfill that requirement.

## **Non-Academic Electives**

The following courses are available for students in the 2024-2025 school year. These courses do not fulfill graduation requirements but may be scheduled during the school day.

### **Free Period**

*One Semester or Full-Year, Grades 10-12*

### **Strength and Conditioning**

*0.5 or 1 Credit, One Semester or Full-Year, Grades 10-12*

#### ***No Prerequisites***

The primary objective of this course is to enhance an athlete's power, strength, flexibility, mobility, muscular endurance, and agility by emphasizing precise technique and meticulous attention to detail. For optimal results, participation in this class for consecutive semesters is recommended. This course will cover fundamental techniques in strength training, cardiovascular training, stretching, as well as speed and agility. Strength training contributes to an increased metabolic rate, elevated or restored bone density, and improvement in lean muscle mass, strength, and endurance. Demonstrated benefits of strength training include enhanced athletic performance and an overall improvement in quality of life. Students will engage in core, power, and auxiliary weight training exercises, adhering to proper safety procedures, in order to pursue these advantages. Note: Strength and Conditioning will be scheduled in Period 7, and students may choose to schedule it instead of a Free Period.