



# Upper School Course Catalog

## 2026-2027 Academic Year

### Upper School Academic Team

#### Administration

Mr. Brooks Fleming    Head of Upper School  
Mr. Rich Melamed    Dean of Academics

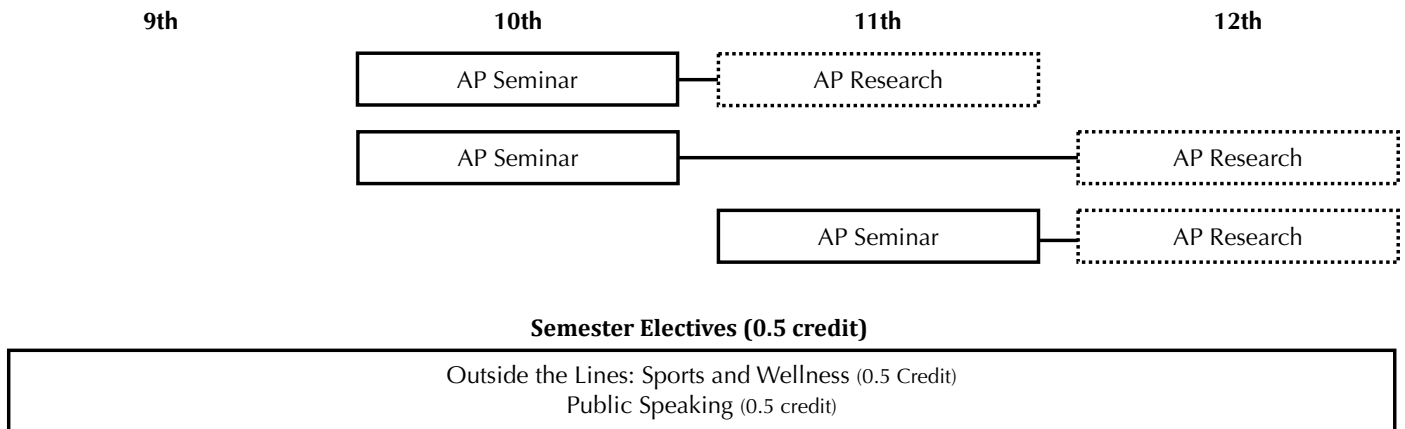
#### Department Chairs

Dr. Lisa Scherff    Capstone  
Mr. Sean Headrick    Computer Science & Engineering  
Dr. Craig Phimister    English  
Mr. Dan Heck    Fine & Performing Arts  
Mr. Tod Toth    Mathematics  
Ms. Laura Panek    Science  
Ms. Sue Herting    Social Science  
Mr. Kyle Turner    Wellness & Physical Education  
Ms. Fabiola von Hollen    World Languages & Cultures

# Capstone Department

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*

Per the College Board, 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*

Advanced Topics in Research is designed for students who want to continue research past AP Research. Projects can be completed alone or in pairs or teams. Projects can focus on conducting research centered around a school-related or community-based issue. Students may also expand on their AP Research topics in a continuation study or revise their AP Research paper for submission to an academic journal. 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.

## ***SEMESTER ELECTIVES***

### **Outside the Lines: Sports and Wellness**

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

This course uses ESPN programming segments to read, write, research, and present about sports and wellness-related topics. Units include (1) "SC Features" to write informational stories about school sports, (2) "Pardon the Interruption" and "Scouting Reports" to practice argumentation skills, and (3) "Outside the Lines" to study and discuss the connection between sports, wellness, and culture. Texts will include articles, ESPN segments, biographies, and documentaries. The course will feature guest speakers such as coaches and wellness specialists.

### **Public Speaking**

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

In Public Speaking class, students are introduced to the fundamentals of public speaking by learning how to be confident and well-spoken in front of an audience. This course is based on the Dale Carnegie method which enforces speaking about something you have earned the right to talk about through Experience or study. The Public Speaking course prepares students to be able to present topics, stories and events effectively to an audience. This course also prepares the student to debate effectively and gain cooperation when in charge of a group of people.



### **Advanced Topics in Robotics**

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

*Prerequisites: Department Chair recommendation*

Designed for students pursuing mastery, this course demands significant dedication (over an hour outside of class) to compete at a "Worlds" level. Students manage complex projects for the VEX Robotics Challenge of the year, documenting three complete design cycles with extensive testing analysis in an award-contender quality notebook. Requirements include achieving "A-grade" CAD proficiency, ranking in the top 20 for skills, and securing multiple judged awards. Beyond gameplay, students demonstrate leadership by managing CSN-hosted events and passing the REC Judge Advisor exam. The course emphasizes advanced autonomous programming to maximize scoring via goal control and clearing loaders.

### **AP Computer Science A**

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

*Prerequisites: Department Chair recommendation*

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

### **AP Computer Science Principles**

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

*9<sup>th</sup> Grade Prerequisites: Recommendation from Computer Science & Engineering 8 teacher and/or demonstrated interest in coding.*

*10<sup>th</sup>-12<sup>th</sup> Grade Prerequisites: None*

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 work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

### **Advanced Topics in AI & Machine Learning**

*½ Credit, Semester, AP Weight, Grades 11-12*

*Prerequisites: AP Computer Science A*

This course bridges the gap between traditional data science and the frontier of generative AI. In the first half, students master the "science" of AI by applying foundational machine learning algorithms to big data, focusing on statistical modeling, feature engineering, and model evaluation. The second half shifts to the "art" of modern AI engineering, where students leverage Large Language Models (LLMs) for "vibe coding" and agentic workflows. Learners will design autonomous agents capable of deep research and complex problem-solving, ultimately producing students who can both build models from scratch and orchestrate advanced AI systems.

### **AP Cybersecurity**

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

AP Cybersecurity is a yearlong high school course that offers a broad introduction to the field and aligns closely with a college-level, introductory cybersecurity course. Students learn about common threats and vulnerabilities and how they combine to create risk. Students study how individuals and organizations manage risk and how risk can be mitigated through a defense-in-depth strategy. Students explore specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains including physical spaces, computer networks, devices, and data and applications. Throughout the course, students consider the impact of cybersecurity on individuals, organizations, societies, and governments.

### **Intro to Engineering: Design & Principles**

*½ Credit, One Semester, Regular Weight, Grades 9-12*

This course introduces students to the fundamentals of engineering, the engineering design process, and real-world applications. Students will learn how to define, sketch, and model engineering problems, as well as how to take precise measurements and analyze data. Students will develop and refine essential problem-solving skills and gain a deeper understanding of the engineering field. Through hands-on activities and projects, students will explore the principles of engineering and gain practical experience in applying them to real-world scenarios. This course emphasizes the importance of teamwork, communication, and critical thinking in engineering.

### **Intro to Engineering: Tools & Analysis**

*½ Credit, One Semester, Regular Weight, Grades 9-12*

In this course you'll master essential tools and techniques used by engineers to bring ideas to life. This hands-on course employs the use of professional Computer-Aided Design (CAD) software, to create, modify, and assemble 3D models. You'll tackle real-world projects such as designing a skateboard, collaborating on complex assemblies, and using advanced CAD features to refine your designs. Also explore the practical applications of engineering analysis through topics like graph theory and data visualization. Learn to analyze networks, evaluate systems using metrics, and work with data in Microsoft Excel to generate insights.

### **Advanced Topics in Naval Engineering**

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

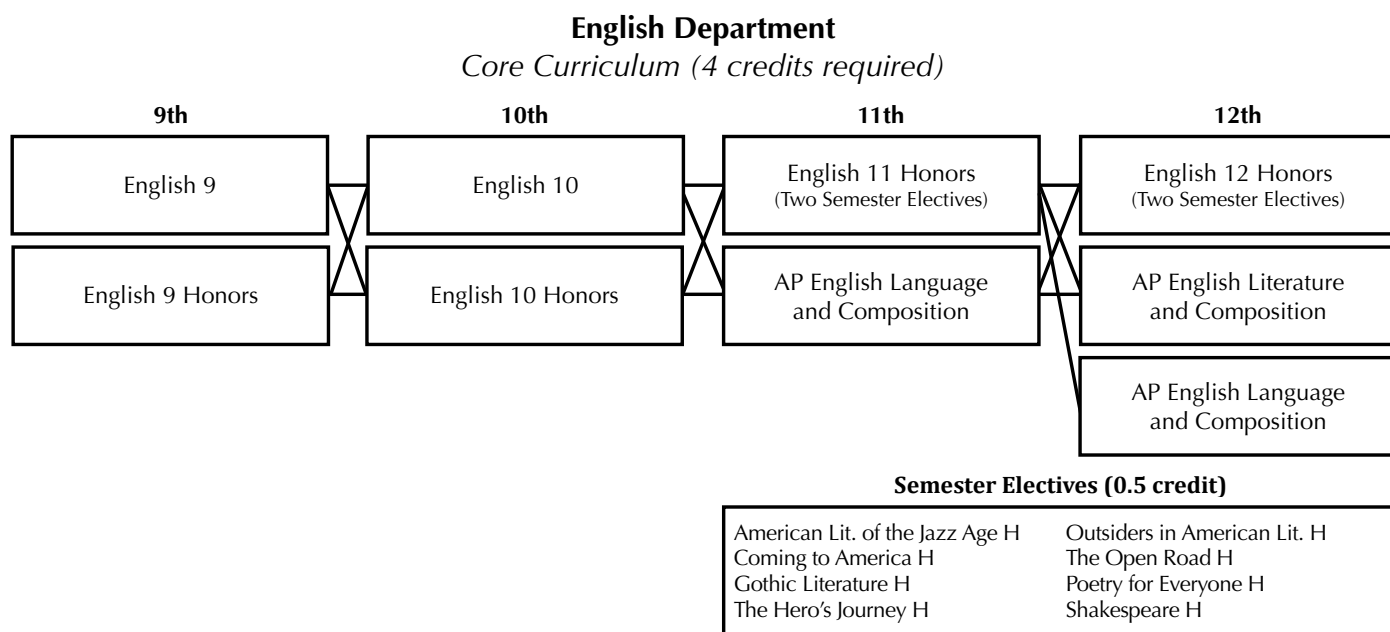
*Prerequisites: Concurrent with Precalculus Honors or any AP Science or AP Computer Science Course*

This course explores the fascinating world of ship design, introducing the fundamentals of naval architecture and the science behind designing and constructing ships. Students will learn to shape and size ship hulls for various purposes, ensuring optimal buoyancy and stability. Key engineering topics include calculating a ship's carrying capacity (displacement) and analyzing how water resistance impacts speed and fuel efficiency; designing strong, safe internal structures using different framing systems; and examining various types of propellers and engines that propel ships through water. The course culminates in an exciting hands-on project where students will design and build a balsa wood ship to compete in a design challenge.

# English Department

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 9**

### **English 9 Honors**

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

English Nine approaches the study of literature by genre, giving almost equal weight to novels, short stories, poetry, and drama. As students read increasingly difficult texts throughout the year, they practice the skills of annotation, analysis and composition that will give them the foundation needed to become sophisticated readers and thoughtful writers. In English Nine Honors, we continue the teaching of writing as a process. Students learn that good writing is the result of good thinking, thoughtful editing, and thorough revision. Students write in a variety of modes, including personal, creative, and analytical. Prewriting, brainstorming, modeling, peer-editing, and individual conferences may all be a part of the writing process. At the end of this course, students should be able to write fluid literary analysis, working with the teacher through steps of

formulating a thesis, gathering evidence, and organizing ideas into paragraphs with clear topic sentences. The skills and attitudes taught in the ninth-grade year not only establish the beginning of an increasingly complex journey through literature but also help create reading habits that will last a lifetime. Representative works taught in English Nine Honors might include: *The House on Mango Street* (Cisneros); *The Catcher in the Rye* (Salinger); *A Separate Peace* (Knowles); short fiction (various authors); poetry (various poems, including Shakespeare's sonnets); *A Midsummer Night's Dream* (Shakespeare); *When the Emperor Was Divine* (Otsuka); *Night* (Wiesel); *The Norton Sampler: Short Essays for Composition* (Cooley); and *Vocabulary Workshop: Level E*.

The Honors class recognizes the need for extra challenges to prepare students for the Advanced Placement curriculum available to juniors and seniors: a more advanced pace, the

## ***FULL-YEAR ENGLISH COURSES FOR JUNIORS AND SENIORS***

possibility for more reading and student-directed activities, writing activities designed specifically for AP preparation, and grading rubrics that reflect a heightened standard for stylistic maturity.

### **English 10**

*1 Credit, Full Year, Regular 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 continue to 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 Help*, Kathryn Stockett; *The Great Gatsby*, F. Scott Fitzgerald; *The Marrow Thieves*, Cherie Dimaline; *The Nickel Boys*, Colson Whitehead; *Lord of the Flies*, William Golding; *Othello*, William Shakespeare; *Frankenstein*, Mary Shelley; short fiction, nonfiction, and poetry (selection varies).

### **English 10 Honors**

*1 Credit, Full Year, 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 continue to 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 Help* by Kathryn Stockett; *Lord of the Flies*, William Golding; *Othello*, William Shakespeare; *Frankenstein*, Mary Shelley; *The Strange Case of Dr. Jekyll and Mr. Hyde*, Robert Louis Stevenson; *Haroun and the Sea of Stories*, Salman Rushdie; *Master Harold and the Boys*, Athol Fugard; short fiction, nonfiction, and poetry (selection varies).

The Honors class recognizes the need for extra challenges to prepare students for the Advanced Placement curriculum available to juniors and seniors; therefore, the course has a more advanced pace, the possibility for more reading and student-directed activities, writing activities designed specifically for AP preparation, and grading rubrics that reflect a heightened standard for stylistic maturity.

### **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: *The Glass Castle*, Jeannette Walls; *The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness*, Jonathan Haidt; *Outliers*, Malcolm Gladwell; *Hamlet* and *Henry V*, William Shakespeare; *Hunger for Memory*, Richard Rodriguez; *The Anthropocene Reviewed*, John Green; "A Modest Proposal," Jonathan Swift; 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 ENGLISH COURSES FOR JUNIORS AND SENIORS ("JSEs")**

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*, F. Scott Fitzgerald; *Their Eyes Were Watching God*, Zora Neale Hurston; "A Soldier's Home" and "In Another Country", Ernest Hemingway; *The Weary Blues*, Langston Hughes; and poetry by T. S. Eliot, Countee Cullen, and e.e. cummings, among others.

### **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*, Clemantine Wamariya; *The Devil's Highway*, Luis Alberto Urrea; and *American Street*, 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**

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

The hero is one of the most well-known archetypes in storytelling—older than the Pyramids and Stonehenge (Vogler). Joseph Campbell studied myths from around the world and found they all followed a similar pattern. Since its publication, others have studied and modified his 17-stage journey such as Christopher Vogler with his 12-stage journey and Dan Harmon with his 8-stage story circle. Noting that the hero monomyth was male-centric, writers such as Maureen Murdock came up with their versions of the heroine's journey to focus on the types of journeys females often take. In this course, students will read titles such as *Harry Potter*, *Those Who Wish Me Dead*, and *The Women* to trace and compare the various journeys characters take. The overall goal is to understand, analyze, and write about

elements of the hero's journey and the heroine's journey in works of literature.

### **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

### **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 builds upon the skills acquired during freshman and sophomore English courses. This course is all about journeys—leaving, returning, discovering, and growing. The books we'll read during this semester course are not just about road trips or hikes—they're about the roads we take to figure out who we are. Each novel brings something different to the table, and each one connects with what it means to grow up, ask big questions, and choose your own path. Through reading, discussion, and writing, students will engage with characters and authors who explore identity, self-discovery, the longing for home, and the challenges of navigating an ever-expanding world. Students will develop the skills of an active and analytical reader, a thoughtful and articulate writer, and an engaged participant in collaborative inquiry. The road ahead will include both literal and metaphorical journeys—some that may feel familiar, others that may open entirely new landscapes of thought.

### **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. Possible texts and authors include *Tom Sawyer*, *The Crucible*, *A Streetcar Named Desire*,

*Slaughterhouse-Five*, works by Walt Whitman, Langston Hughes, Emily Dickinson, and Edgar Allan Poe.

**Poetry for Everyone**

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

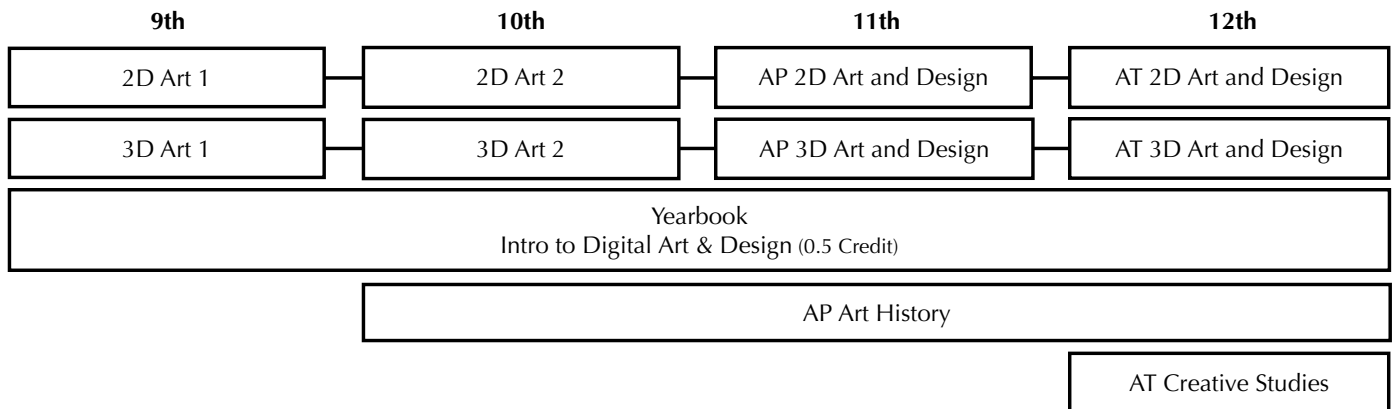
Everyone has a connection to poetry: nursery rhymes from childhood or singing the lyrics of their favorite songs. Many people, however, do not read poetry because they do not understand it or are afraid they will not get “the right answer.” This class aims to remove the mystique of poetry by helping students find poetry in themselves and published poets. We will go back and forth between past to present to explore different forms (sonnet, elegy, ode, etc.) and subjects. You can expect to actively read making connections to yourself, other texts, and the world; practice close reading strategies (annotating, questioning, etc.); and collaborate with peers to dig deeply into the texts we read. You will try writing some poetry of your own as well!

# Fine & Performing Arts Department

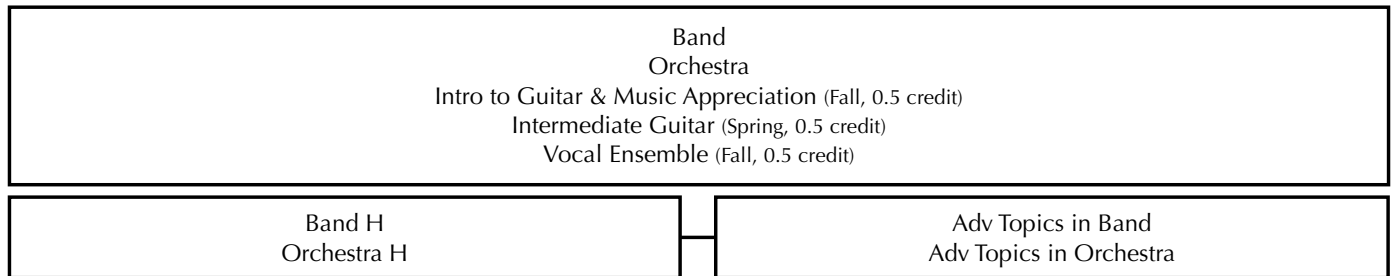
The mission of the Fine & Performing Arts Department is to encourage students to challenge their own creative and cultural expectations and boundaries, to develop an enduring appreciation for the Arts, and to prepare students with strong personal interests in the arts to successfully pursue entry into 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

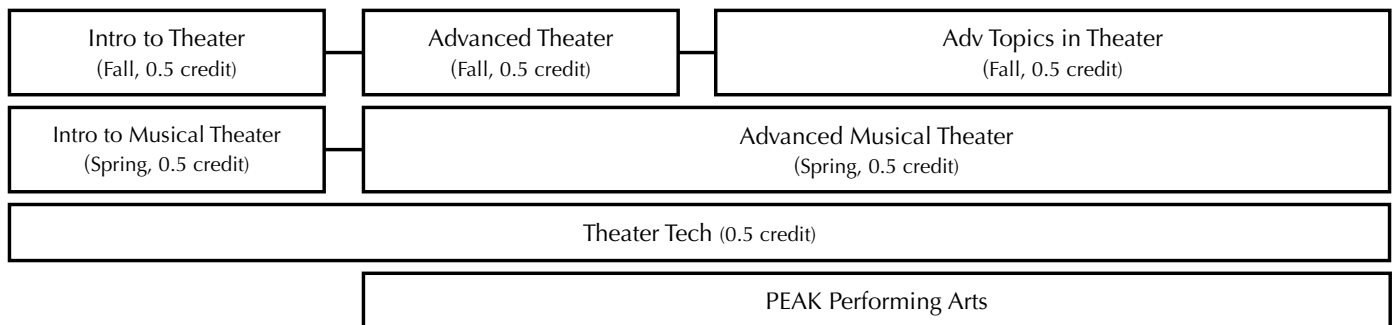
*Core Curriculum (2 credits required from Arts or CS/Engineering)*



### *Music*



### *Theater*



# ***FINE ARTS***

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

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

*No Prerequisites*

2D Art & Design 1 focuses on foundational skills in drawing, painting, and design. Students will practice using elements of art and principles of design with various media (pencil, paint, charcoal, digital drawing, photography, printmaking, collage) to create flat artworks, emphasizing composition, visual storytelling, and critical analysis through hands-on projects and critiques to build a visual vocabulary for future art studies. Work by famous master painters will be referenced throughout the course. Projects will be adjusted to accommodate a variety of student experience and abilities.

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

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

*Prerequisite: 2D Art & Design 1*

2D Art & Design 2 focuses on more advanced skills in drawing, painting, and design. Students will practice using elements of art and principles of design with various media (pencil, paint, charcoal, digital drawing, photography, printmaking, collage) to create flat artworks, emphasizing composition, visual storytelling, and critical analysis through hands-on projects and critiques to build a visual vocabulary for future art studies. Work by famous master painters will be referenced throughout the course. Projects will be adjusted to accommodate a variety of student experience and abilities.

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

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

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

AP 2D Art and Design is an advanced studio course in which students develop and sustain an individual artistic investigation through practice, experimentation, and revision guided by inquiry. Students explore and synthesize materials, processes, and ideas while applying 2D design principles with intention. Emphasis is placed on reflection and written communication as students document their process and present a portfolio that demonstrates sustained investigation, technical growth, and visual coherence.

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

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

*Prerequisite: AP 2D Art and Design*

Advanced Topics in 2D Art is a studio course for advanced students who continue and expand the conceptual investigations begun in their AP portfolio. Through self-directed artistic inquiry, students independently develop, refine, and present cohesive bodies of work. Emphasis is placed on sustained investigation, experimentation, revision, and critical reflection as students articulate a mature artistic voice and prepare work for advanced portfolios or exhibition.

## **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 is an intermediate sculpture course that builds on the skills introduced in 3D Art & Design 1 and prepares students for advanced studio work. Students combine and refine previously learned techniques while developing more intentional artistic concepts. Working in media such as clay, plaster, wood, and paper, students explore additive and subtractive processes to create volume and mass. Emphasis is placed on craftsmanship, revision, and personal expression. Students will be required to maintain a sketchbook, participate in critiques, and complete increasingly complex sculptural projects.

## **AP 3D Art and Design**

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

*Prerequisite: 3D Art 2 or Department Chair permission.*

AP 3D Art and Design is an advanced studio course in which students develop and sustain an individual artistic investigation through practice, experimentation, and revision guided by inquiry. Students explore and synthesize materials, processes, and ideas while applying 3D design principles with intention. Emphasis is placed on reflection and written communication as students document their process and present a portfolio that demonstrates sustained investigation, technical growth, and visual coherence.

## **Advanced Topics in 3D Art**

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

*Prerequisite: AP 3D Art and Design*

Advanced Topics in 3D Art is a studio course for advanced students who continue and expand the conceptual investigations begun in their AP portfolio. Through self-directed artistic inquiry, students independently develop, refine, and present cohesive bodies of work. Emphasis is placed on sustained investigation, experimentation, revision, and critical reflection as students articulate a mature artistic voice and prepare work for advanced portfolios or exhibition.

## **AP Art History**

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

*Prerequisite for 10<sup>th</sup> Grade: Teacher Recommendation*

*No Prerequisite for 11<sup>th</sup>-12<sup>th</sup> Grades*

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

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.

### **Digital Art & Design**

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

*No Prerequisites*

This course introduces students to the principles of two-dimensional design using digital tools. Working primarily on iPads, students will explore specialized applications to create original digital artwork. They will learn how to use brushes, layers, and effects to design compositions that express ideas and emotions. Projects will range from personal expression to practical applications such as marketing and visual communication. Students will also practice constructive critique and self-evaluation, developing an appreciation for aesthetics and design. By the end of the quarter, they will have a portfolio of digital artworks that demonstrate technical skill and creative thinking.

### **Yearbook**

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

*No Prerequisites*

Yearbook class is a hands-on course where students learn to create and publish the school's yearbook, developing skills in journalism, photography, graphic design, marketing, and project management by capturing school life, writing stories, designing layouts, and managing deadlines, sometimes working in teams to produce a professional publication. It's a blend of English, Art, and Business, teaching real-world skills in collaboration and meeting high-quality standards for a tangible product that documents Community School's history.

## ***PERFORMING ARTS***

### **Band**

#### **Band Honors**

*1 Credit, Full Year, Regular or Honors 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.

Note: Students enrolling in the honors level will be expected to demonstrate advanced musicianship and leadership by providing guidance and support to other ensemble members, assisting with sectional or rehearsal needs as directed by the conductor, and fulfilling additional responsibilities that contribute to improving the overall quality of the band's performance.

#### **Advanced Topics in Band**

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

*Prerequisite: Department Chair Approval*

Advanced Topics in Band is an option for serious CSN music students who apply and are accepted. 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. Students are expected to have a project outside of band that entails either a solo performance, composing/arranging music for the band, or some form of music production. Students should be checking in regularly with updates on their project and submit a reflection assignment at the end of every quarter.

### **Orchestra**

#### **Orchestra Honors**

*1 Credit, Full Year, Regular or Honors 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.

Note: Students enrolling in the honors level will be expected to demonstrate advanced musicianship and leadership by providing guidance and support to other ensemble members, assisting with sectional or rehearsal needs as directed by the conductor, and fulfilling additional responsibilities that contribute to improving the overall quality of the orchestra's performance.

#### **Advanced Topics in Orchestra**

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

*Prerequisite: Department Chair Approval*

Students enrolling in Orchestra at the Advanced Topics level will be expected to demonstrate advanced musicianship and leadership by providing guidance and support to other ensemble members, assisting with sectional or rehearsal needs as directed by the conductor, and fulfilling additional responsibilities that contribute to improving the overall quality of the orchestra's performance. In addition, they will be expected to perform a solo piece on their instrument at a concert.

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

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

*No Prerequisites*

In this course, students will learn the fundamental skills of guitar playing. They will learn basic chords, strumming patterns, and fingerpicking techniques. Students will explore various musical styles. They will learn to read basic chord charts and basic "roadmap" cues. Students will also participate in active listening exercises and develop an appreciation for music of a wide variety of styles.

#### **Intermediate Guitar**

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

*Prerequisite: Intro to Guitar & Music Appreciation or Department Chair Permission*

This course is designed to build upon what is taught in Intro to Guitar & Music Appreciation. This class focuses heavily on developing mechanical skills like barre chords. It will also introduce students to basic music theory and how it can be used

to explain patterns in music. The listening portion of this class will be focused on identifying song form and structure and how it contributes to the overall production of a song or piece.

### **Vocal Ensemble**

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

*No Prerequisites*

Students will explore the fundamentals of vocal technique, harmonization, music theory, and ear training. Students are encouraged to contribute their musical and performance ideas to the class. Course will encompass a variety of styles including contemporary, musical theater, *a capella*, jazz, and traditional vocal ensemble material. Students will work together to create a safe and confidence elevating space for soloing, harmonizing, light staging and/or choreography. Outside opportunities will also be offered through the class, such as the District Thespians Festival and Florida All-State auditions.

### **Intro to Theater**

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

*No Prerequisites*

For beginning actors who have minimal, casual or no experience in theater. Students will learn a variety of acting techniques, improvisation, the different jobs in the theatre, public speaking, stage presence, and other general theater skills. Coursework will include monologues, scene work, learning stage presence, play studies, etc.

### **Advanced Theater**

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

*Prerequisite: Prior involvement in MS Theatre, US Intro to Theatre, prior schools' theatre productions, or involvement in outside theatrical productions.*

Experienced freshmen, sophomores, juniors and seniors who have been involved in previous theatrical performances, both in school and outside of school, and have limited after school conflicts. In this course, students will continue to hone their acting skills but will go even deeper into character development through scene study and monologues, with attention given to everyone's skill set and abilities. This class will also learn stage combat with a professional, SAFD certified instructor. Each year, they will alternate between hand-to-hand combat, rapier and broad sword combat training. Class time will be focused on producing and creating the original winter musical extravaganza, *Showtime*. This involves learning music, harmonies, dance, choreography, and acting in skits. This course can be taken all four years since the curriculum changes yearly. Note: Performing in *Showtime* is required for credit; students unable to participate will either earn an F or need to withdraw for the semester with a W.

### **Advanced Topics in Theater**

*0.5 Credit, Fall Semester, AP Weight, Grades 11-12*

*Prerequisites: Prior involvement in Advanced Theater, or equivalent training and experience elsewhere.*

Experienced juniors and seniors who have been involved in the Advanced Theatre courses and have limited after school conflicts. In this course, the students are tasked with the creation and production of our original winter musical extravaganza, *Showtime*. These students will write and direct the skits, help with or create some choreography, help with the

costume design and help with the promotion of the show and ticket sales. This also involves learning music, harmonies, dance, choreography, and acting in skits. Students will continue to hone their acting skills but will go even deeper into character development and learn techniques of how to develop a character and make acting choices. This class will also learn stage combat with a professional, SAFD certified instructor. Each year, they will alternate between hand-to-hand combat, rapier and broad sword combat training. This course can be taken all four years since the curriculum changes yearly. Note: Performing in *Showtime* is required for credit; students unable to participate will either earn an F or need to withdraw for the semester with a W.

### **Intro to Musical Theater**

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

*No Prerequisites*

For beginning actors who have minimal, casual or no experience in musical theater. Students will learn singing and dancing techniques and be cast in the ensemble for the spring musical. Some after-school rehearsal will be required. After the musical, students will do musical theater appreciation by watching, studying, and practicing well-known musicals. Students will learn a variety of acting techniques, improvisation, the different jobs in the theatre, public speaking, stage presence, and other general theater skills. 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, Honors Weight, Grades 9-12*

*Prerequisite: Previous Acting Experience and Department Chair Permission*

For experienced freshmen, sophomores, juniors and seniors who have been involved in previous theatrical performances, both in school and outside of school, and have limited after school conflicts. In this course, the students will perform in the spring musical. Students will continue to hone their acting skills but will go even deeper into character development. This also involves learning music, harmonies, dance, choreography, and acting in scenes. Students will continue to hone their acting skills but will go even deeper into character development through scene study. This course can be taken all four years since the curriculum changes yearly. 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 Topics in Musical Theater**

*0.5 Credit, Spring Semester, AP Weight, Grades 11-12*

*Prerequisite: Prior involvement in Advanced Theater, or equivalent training and experience elsewhere.*

This course is for experienced juniors and seniors who have been involved in the Advanced Theater courses and have limited after school conflicts. In this course, students will be cast in the main and supporting roles of the spring musical. These students will help direct scenes, help with or create some choreography, help with the costume design and help with the promotion of the show and ticket sales. This also involves learning music, harmonies, dance, choreography, and acting in

skits. Students will continue to hone their acting skills but will go even deeper into character development through scene study. Students will continue to hone their acting skills but will go even deeper into character development and learn techniques of how to develop a character and make acting choices. This class will also learn the history of Musical Theatre. This course can be taken both in both 11<sup>th</sup> and 12<sup>th</sup> grade since the curriculum changes yearly. **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.

### **PEAK Performing Arts**

*1 Credit, Full Year, Honors Weight, Grade 10-12*

*Prerequisites: Prior involvement in MS Theater, US Advanced Theater, prior schools' theater productions, or involvement in outside theatrical productions. By audition only.*

The PEAK Performing Arts Scholars Program is a bold new initiative launching in the 2026-27 academic year at the Community School of Naples. Designed to elevate the school's longstanding commitment to the performing arts, this audition-based program offers exceptional Upper School students conservatory-style training in acting, vocal performance, and dance—within a rigorous academic environment.

Through rotating modules, personalized mentorship, and monthly master intensives led by faculty from the Interlochen Center for the Arts, TheatreZone, Naples' professional Equity Musical Theatre Company and Broadway & Industry professionals, students will experience both technical mastery and creative exploration. The program cultivates confidence, discipline, and presence—essential skills for thriving on stage and in life.

PEAK enhances, rather than replaces, CSN's strong existing theater offerings. It introduces an advanced, layered track for highly motivated students who are committed to pursuing excellence in the performing arts.

The PEAK Performing Arts Scholars Program is more than a class or performance opportunity—it's a launchpad for aspiring artists to pursue their passion, refine their craft, and perform with purpose. Through world-class training, one-on-one mentorship, and deep alignment with CSN's core values, PEAK empowers students to grow as artists, scholars, leaders, and citizens. This program is exclusively for CSN Upper School students who intend on pursuing professional level theater.

### **Theater Tech**

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

*No Prerequisites*

This class is for freshmen, sophomores, juniors and seniors who have an interest in the technical side of theater. Students will learn the basic skills required to run the backstage needs of productions. Qualified students may have the opportunity to serve in a volunteer capacity backstage for at least one CSN event, including an assembly, school concert, play, or musical. Coursework will include learning the types of stages, the theater hierarchy, areas of the stage, parts of a stage, set design, script analysis, lighting design, costume design, analysis of an actual set, scenic design and designing and building a scale model of a play's set. Students will also learn about the technical jobs in the theatre and what the responsibilities are and gain basic stage management skills.

### **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, dance, visual art, music and composition, podcasting, 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.

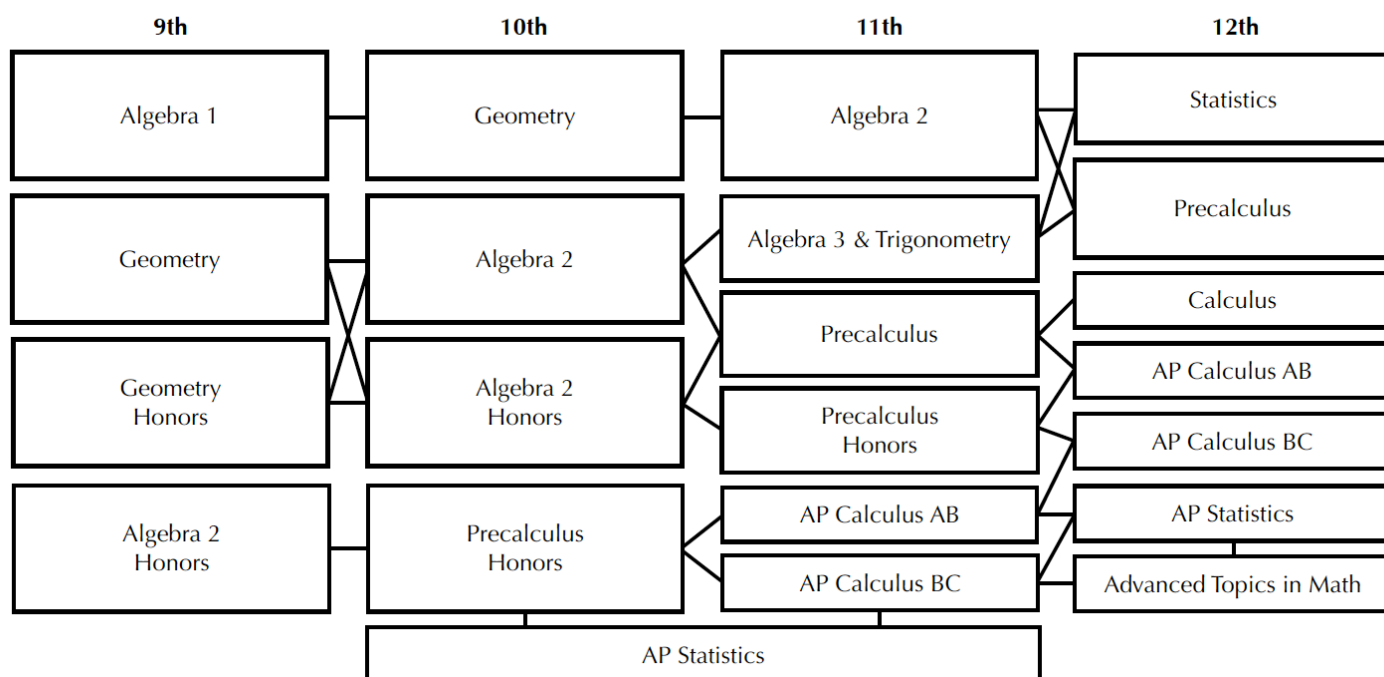
# Mathematics Department

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: Pre-Algebra, Teacher Recommendation, or Placement Test

In Algebra 1, students learn to analyze relationships between data, work through problems despite missing information, and explain their thinking using equations, graphs, tables, and writing. As they work with functions, linear and quadratic relationships, systems of equations, and inequalities, the course prioritizes understanding *why* different solution strategies work so students can adapt their skills and build confidence in approaching unfamiliar problems. Through consistent daily practice, students develop precision, persistence, and flexible thinking skills that prepare them for more advanced mathematics courses and real-world decision making.

### 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: Geometry*

*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**

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

*Prerequisite: Algebra 2*

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.

### **Precalculus Honors**

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

*Prerequisites: Algebra 2 honors and teacher recommendation or Algebra 2 and teacher recommendation with placement test*

Precalculus Honors 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, Grade 11*

*Prerequisite: Algebra 2 and teacher recommendation*

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*

*Prerequisite: Algebra 2 and teacher recommendation*

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 9-12*

*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*

*Prerequisites: Precalculus or Precalculus Honors and teacher recommendation*

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 real life applications.

### **AP Calculus AB**

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

*Prerequisites: Precalculus or Precalculus Honors and teacher recommendation*

Advanced Placement Calculus AB 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. Students are expected to investigate and solve problems using algebraic, numerical, graphical, verbal and written methods.

### **AP Calculus BC**

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

*Prerequisites: Precalculus Honors or AP Calculus AB and teacher recommendation*

Advanced Placement Calculus BC 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 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 Math**

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

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

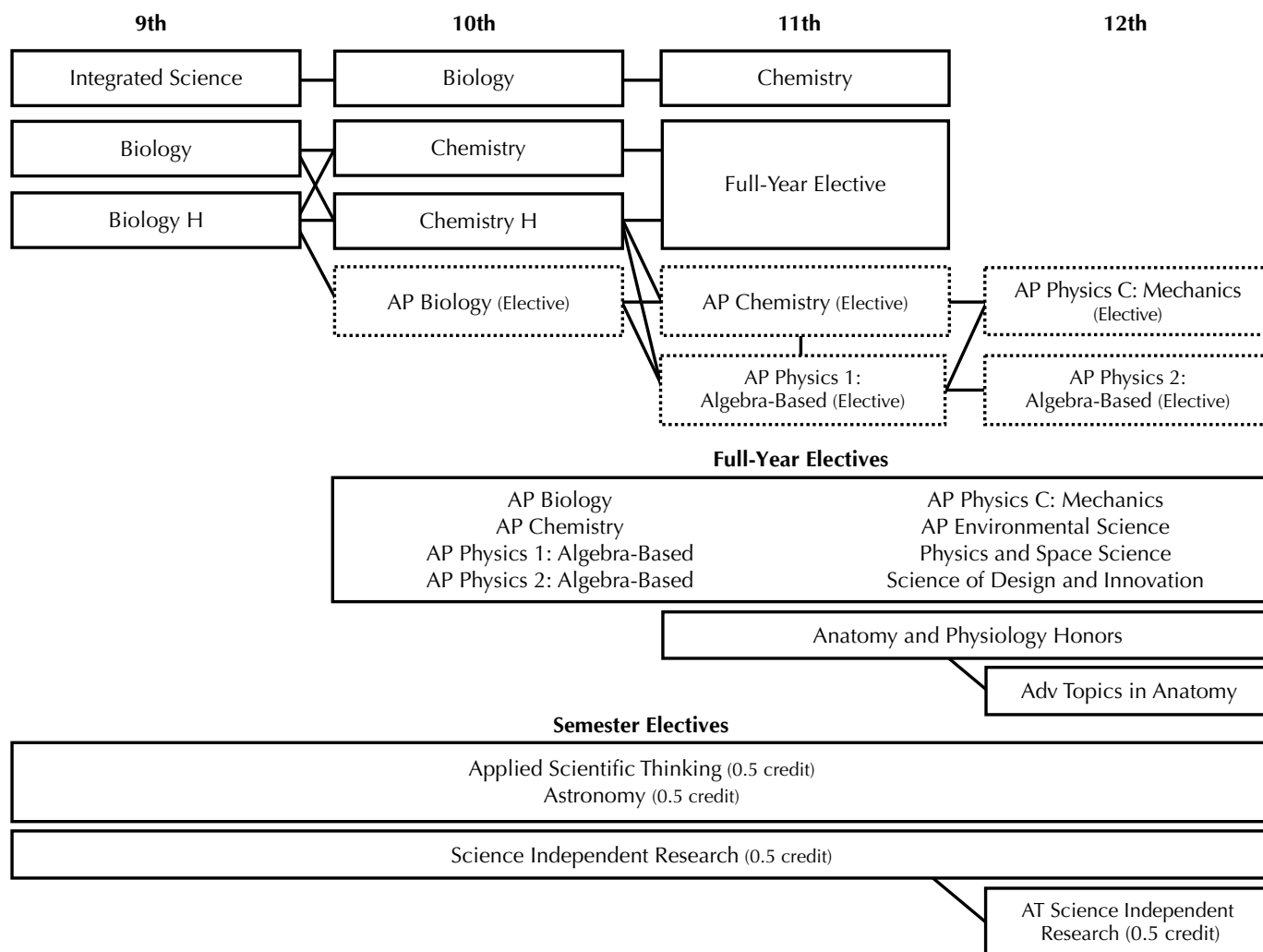
Advanced Topics in Mathematics is a post-AP math course for students who have successfully completed AP Calculus BC. First semester topics include, but are not limited to: differentiation applications, advanced integration techniques, rotating volumes, differential equations, infinite series, and vector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

# Science Department

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)*



### **Integrated Science**

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

*Prerequisite: MS Teacher Recommendation*

This course builds a strong foundation in scientific reasoning and practical skills across Biology, Chemistry, and Physics. Students explore core scientific concepts through hands-on, inquiry-based investigations. They design experiments, make careful observations, and analyze the data they collect to draw evidence-based conclusions. Laboratory work emphasizes precision, proper technique, and the application of mathematics to real-world problems. Students strengthen their communication skills by clearly explaining their results through both written work and presentations. Throughout the year, critical thinking and problem-solving are strengthened through group work, discussions, and independent projects. This course prepares students for future high school science classes while fostering curiosity, confidence, and the ability to think like a scientist.

### **Biology**

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

*Prerequisite: MS Teacher Recommendation*

This biology course offers a comprehensive introduction to the fundamental concepts and processes of life, moving from the microscopic to the global scale. Students will explore the structure and function of prokaryotic and eukaryotic cells, examine how organisms process energy through metabolism, and study the mechanics of genetics and cellular reproduction. Beyond the cell, the curriculum covers the complexity of genetic inheritance, body systems, the principles of evolution, and the organization of life through taxonomic classification. Students will be introduced to Ecology, where they will learn how to describe the interactions between living and non-living components in ecosystems and how natural factors and human activities impact biodiversity. Through hands-on laboratory investigations, students will develop essential scientific skills, including developing testable questions, designing experiments, analyzing experimental data, creating graphs and tables, and writing evidence-based conclusions.

### **Biology Honors**

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

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

Biology Honors explores the study of the fundamental concepts of life and the processes that sustain living systems. 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. This course is designed to challenge critical thinking skills and requires the student to analyze experimental data. Students will learn how to clearly explain their lab results using evidence and scientific reasoning and apply what they learn from investigations to real-world 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 9<sup>th</sup> graders: Enrollment in Algebra 2 Honors or higher in 9<sup>th</sup> grade. Honors Recommendations and Semester 1 grade of A for Science, Math, and English in 8<sup>th</sup> grade.*

*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 is a college level course for students who are passionate about biology. Students will gain an understanding of essential biological concepts through inquiry-based learning and laboratory investigations. The course explores topics such as evolution, genetics, cellular processes, energy flow, and ecological interactions, while emphasizing key science practices including data analysis, statistical testing, scientific modeling, and evidence-based reasoning. Students conduct laboratory investigations throughout the course to build lab skills and foster critical thinking. This course requires a significant commitment to independent study and lab work. Completion of this course prepares students for the required AP Biology exam.

### **Chemistry**

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

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

This course provides students with a coherent, year-long exploration of how matter is structured, how it behaves, and how it changes. Students develop the habits of mind used by chemists by combining careful measurement, mathematical reasoning, and experimental investigation with visual and symbolic models. Over the course of the year, students move from describing matter at the observable scale to explaining phenomena at the atomic and particle levels, using patterns, data, and quantitative relationships to make sense of chemical behavior. Emphasis is placed on connecting evidence from the laboratory to models of atoms, molecules, reactions, and energy, enabling students to explain and predict chemical processes and to build a foundation for more advanced study in science.

### **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 and Space Science**

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

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

Physics and Space Science is a laboratory- and activity-based class that is designed to enable students to describe the workings of the universe around them both qualitatively and quantitatively. Topics covered include the scientific process, units and dimensional analysis, kinematics, dynamics, energy, momentum, rotational kinematics, simple harmonic motion, wave phenomena, universal gravitation, and Kepler's laws of orbit. A scientific calculator is required.

### **AP Physics 1: Algebra-Based**

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

*Prerequisite: Successful completion of Algebra 2 or Algebra 2 Honors and Department Chair Approval*

AP Physics 1 is an algebra-based, conceptually and mathematically rigorous first-year physics course that will cover material found in a typical first-semester college physics course. It is a laboratory- and activity-based class that is designed to enable students to describe the workings of the universe around them both qualitatively and quantitatively. There is a strong emphasis on developing science practices, strong critical thinking, and problem-solving skills. Topics covered include kinematics, dynamics, energy, momentum, universal gravitation, rotational motion, oscillatory motion, and fluid dynamics.

### **AP Physics 2: Algebra-Based**

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

*Prerequisite: AP Physics 1 (or comparable introductory physics course) and successful completion of Algebra 2 or Algebra 2 Honors*

AP Physics 2 is designed to be equivalent to a second-semester, algebra-based college physics course and prepares students for advanced study in science, engineering, and related fields. This yearlong course emphasizes the development and application of scientific skills used by physicists to model, analyze, and explain physical systems, including thermal systems, electric

and magnetic interactions, circuits, waves, optics, and modern physics. Students regularly translate between words, diagrams, graphs, and equations to represent physical phenomena and use mathematical reasoning to derive relationships, calculate and predict system behavior, and compare scenarios. Experimental design, data analysis, and evidence-based argumentation are central to the course, as students apply physical laws and models to make and justify scientific claims. Because the course is fast paced and conceptually demanding, students are expected to engage in regular independent study, complete assigned practice outside of class, and take ownership of their learning to be successful.

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

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

*Prerequisite: Successful completion of or concurrent enrollment in AP Calculus AB or BC.*

AP Physics C: Mechanics is a calculus-based, conceptually and mathematically rigorous first-year physics course that will cover material found in a typical calculus-based, first-semester college physics course. It is a laboratory- and activity-based class that is designed to enable students to describe the workings of the universe around them both qualitatively and quantitatively. There is a strong emphasis on developing science practices, strong critical thinking, and problem-solving skills. Topics covered include kinematics, dynamics, energy, momentum, universal gravitation, rotational motion, and oscillatory motion.

### **AP Environmental Science**

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

*Prerequisites: A in Honors Biology and/or Department Chair approval*

The goal of AP Environmental Science 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*

Anatomy and Physiology Honors is an advanced science course for motivated, independent students who are interested in science, medicine, or other health-related careers. This course explores how the human body is structured and how it functions, with a strong focus on real medical and clinical applications. Students will take part in hands-on labs and dissections throughout the year, including a full cat dissection in the second semester. The course also connects learning to the real world through case studies and an independent interview with a healthcare professional in the first semester. Because of the pace and depth, this course requires strong time management, commitment, and a willingness to think critically.

### **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 training.

### **Science of Design and Innovation**

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

*Prerequisite: Biology and Chemistry*

Science of Design and Innovation is a year-long, project-based physical science course where students apply scientific principles to design, build, and test real-world systems through hands-on engineering challenges in motion, energy, electricity, structures, sound, light, and sustainable technologies. Students design protective devices, build simple machines and electrical systems, test structural strength, and develop energy-efficient solutions while strengthening technical skills (measuring, testing, troubleshooting, data collection), design thinking (prototyping, iteration, problem-solving), and professional communication (documentation, presentations, evidence-based explanations). Each unit culminates in a collaborative design project with functional prototypes, performance analysis, and presentations to authentic audiences.

## ***SEMESTER COURSES***

### **Science Independent Research**

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

*No Prerequisites*

Note: This course can be scheduled as an 8<sup>th</sup> class in the fall semester.

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. Students will have the opportunity to move on to regional, state, and international competitions. NOTE: If students are in a competition, it is expected that they attend the associated awards ceremony.

Students who have completed two previous semesters of SIR are eligible to take the course at the Advanced Topics (AT) level in their 12<sup>th</sup> grade year. These students will be held to a higher standard including advanced background research, increased repetitions, a more stringent data analysis, and higher expectations for their presentation.

### **Applied Scientific Thinking**

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

*No Prerequisites*

This one-semester elective course engages students in applied scientific thinking through the exploration of strategy, design, and physical systems. Students develop logical reasoning and problem-solving skills by analyzing games and puzzles, designing and testing engineering challenges, and investigating the physics of sound and music through hands-on experimentation. Emphasis is placed on curiosity-driven inquiry, iterative design, collaboration, and evidence-based reasoning as students connect abstract concepts to real-world applications. No prior experience is required; students are expected to engage actively, think critically, and learn through experimentation, reflection, and revision.

### **Astronomy**

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

*Prerequisites: Algebra 1 and Geometry*

Astronomy is an introductory space science course that will cover the discipline of science, including measurement systems, standard units and metric prefixes, and the nature of science; the history of the roots of astronomy, the Copernican revolution, and the origins of modern astronomy; a primer on gravity and Newton's Law of Universal Gravitation; a description of wave phenomena and their uses in various observational instruments and techniques; a survey of the universe, beginning with stars, stellar evolution, origin of elements, galaxies, and cosmology; and an in-depth analysis of our solar system, including the Moon, the Sun, the planets, asteroids, comets, meteors, the motion of Earth, and the Earth-Moon system. Fundamental mathematical applications involving unit conversions and algebra will be applied at various times during the course.

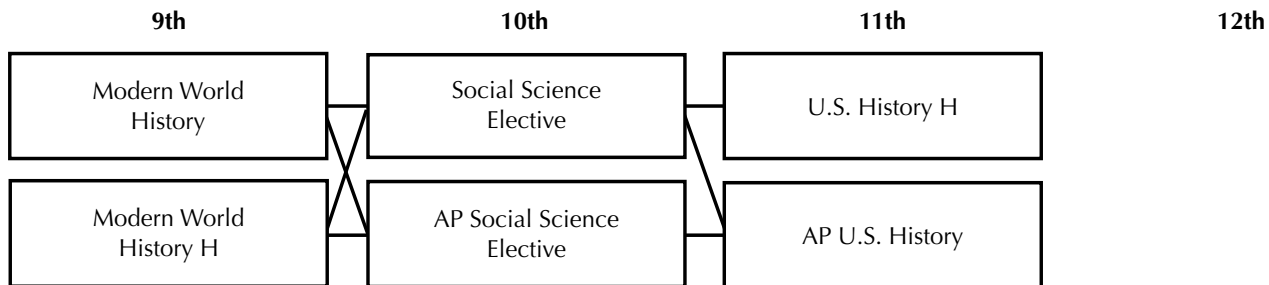
# Social Science Department

The Social Science 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.

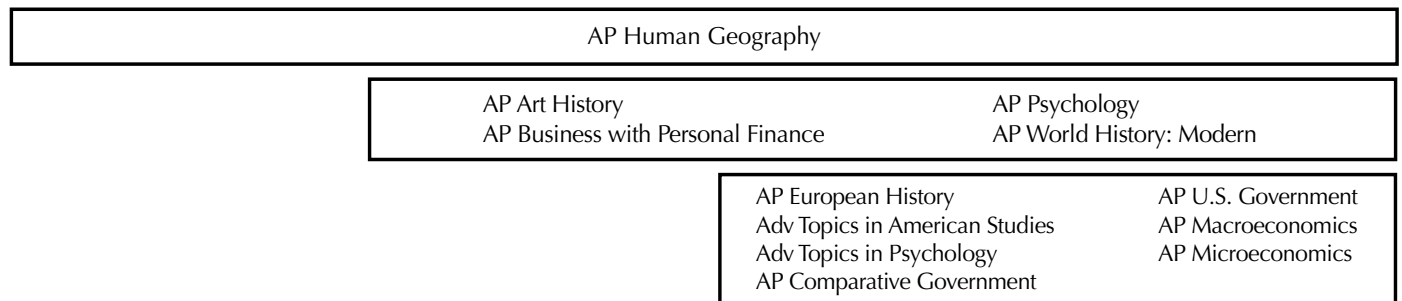
At all levels, the department provides students with the tools to think rigorously, to research, and thereby articulate independent ideas about historical events. Throughout courses, close critical reading is emphasized using textbooks, primary sources and literature. Activities and assignments incorporate 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

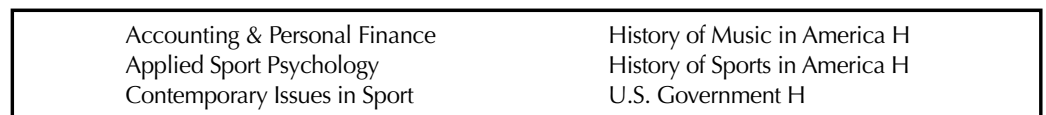
*Core Curriculum (3 credits required, 4 recommended)*



### Full-Year Electives



### Semester Electives (0.5 credit)



## ***FULL-YEAR ELECTIVES***

### **Modern World History**

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

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.

### **Modern World History Honors**

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

*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, Honors Weight, Grade 11-12*

*No Prerequisites*

This course explores the United States from Native Americans through contemporary life. We will use the linear facts from a variety of sources (primary and secondary) as a foundation for Project Based Learning and for thematic discussion of democracy, opportunity, liberty, rights, and equality as laid out in the Constitution of the United States. Using resources from Stanford's Historical Education Group (SHEG), and in keeping with CSN's commitment to teaching integrity through research, we will rely on primary and secondary sources to discuss how to research and draw articulate, reasoned conclusions from America's original documents.

### **AP United States History**

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

*Prerequisite: Teacher Recommendation*

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills 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. The course also provides eight themes that students explore throughout the course to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

### **Advanced Topics in American Studies**

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

*Prerequisite: Successful completion of two AP Social Sciences*

This course examines American culture, analyzing how cultural norms are created, reinforced, challenged, and transformed over time. Through case studies, discussions, and media analysis, students interpret cultural practices and evaluate current societal debates related to science, sports, entertainment, politics, and medicine. Structured as a seminar, the course emphasizes critical thinking, ethical reasoning, and cultural interpretation, helping students understand how moral frameworks influence behavior, institutions, and identity in the United States.

### **AP Art History**

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

*Prerequisite for 10<sup>th</sup> Grade: Teacher Recommendation*

*No Prerequisite for 11<sup>th</sup>-12<sup>th</sup> Grades*

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

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.

### **AP Business with Personal Finance**

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

*Prerequisite for 10<sup>th</sup> Grade: Teacher Recommendation*

*No Prerequisite for 11<sup>th</sup>-12<sup>th</sup> Grades*

This is a yearlong high school business and personal finance course that aligns closely with a college-level introduction to business course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business applications, case studies, and project-based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the Jump\$art Coalition for Personal Financial Literacy.

### **AP European History**

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

*No Prerequisites*

AP European History is a full-year, college-level course that examines the political, economic, social, cultural, and intellectual developments that shaped Europe from approximately 1450 to the present. Students analyze major events, movements, and ideas across four historical periods while developing historical thinking skills such as contextualization, comparison, causation, and continuity and

change over time. The course emphasizes primary and secondary source analysis, historical argumentation, and thematic connections across time and place.

### **AP Human Geography**

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

*Prerequisite for 9<sup>th</sup> grade: Honors Recommendations and Semester 1 grade of A for Social Studies, Science, and English in 8<sup>th</sup> grade.*

*Prerequisite for 10<sup>th</sup> Grade: Teacher Recommendation*

*No Prerequisite for 11<sup>th</sup>-12<sup>th</sup> Grades*

AP Human Geography is a yearlong, introductory college-level course that explores the systematic study of patterns and processes shaping how humans understand, use, and alter Earth's surface. Students learn to think like geographers by examining where things are located, why they are there, and what consequences those spatial patterns have for people and environments. The curriculum is organized around seven major content areas: thinking geographically; population and migration; cultural patterns and processes; political organization of space; agriculture and rural land use; cities and urban land use; and industrialization and economic development. Through analysis of maps, data, and case studies, students investigate human impacts and interactions across scales from local to global. Emphasis is placed on interpreting spatial relationships, evaluating geographic models, and applying geographic concepts to real-world issues. The course prepares students for the AP exam and for advanced study in human geography and related social sciences, fostering global awareness and critical thinking.

### **AP Psychology**

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

*Prerequisite for 10<sup>th</sup> Grade: Teacher Recommendation*

*No Prerequisite for 11<sup>th</sup>-12<sup>th</sup> Grades*

This one-year survey course offers an introductory college-level course survey of the major topics in psychology and preparation and the Advanced Placement examination in the spring. Through the five units of study students apply concepts, theories, perspectives, and explain behavior in authentic contexts, analyze research data, interpret quantitative data and practice AP style questions.

### **Advanced Topics in Psychology**

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

*Prerequisite: AP Psychology with an exam score of 3 or higher.*

Advanced Topics in Psychology builds upon the principles of AP Psychology to explore the irrational, emotional, and often problematic forces that influence how we think, act, and define ourselves even when we don't realize it. Each week we will tackle a new topic, grounded in scientific principles and explored through a combination of peer-reviewed research, famous case studies, and modern psychology publications. Through daily discussions, reflective writing, and analytical papers, students will sharpen their ability to think critically, ask meaningful questions, and recognize the psychological forces shaping both themselves and the world around them.

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

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

*Prerequisite for 10<sup>th</sup> Grade: Teacher Recommendation*

*No Prerequisite for 11<sup>th</sup>-12<sup>th</sup> Grades*

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 ELECTIVES***

### **AP Comparative Government and Politics**

*½ Credit, Spring Semester, AP Weight, Grades 11-12*

*No Prerequisites*

AP Comparative Government and Politics is a college-level course that examines and compares political systems across different countries. The course focuses on how governments are structured, how political power is obtained and maintained, and how public policy is developed and implemented in a global context. Students study the political systems of the United Kingdom, Russia, China, Mexico, Nigeria, and Iran in order to analyze patterns of governance, political participation, policymaking, and political change. Using core political concepts and comparative analysis, students work with political data, primary sources, and case studies to develop evidence-based arguments consistent with AP expectations.

### **AP United States Government and Politics**

*½ Credit, Fall Semester, AP Weight, Grades 11-12*

*No Prerequisites*

AP United States Government and Politics is a college-level course that examines the institutions, processes, and principles of the American political system. The course focuses on how the Constitution structures government, how political power is distributed and exercised, and how citizens engage with and influence public policy. Students analyze foundational documents, Supreme Court decisions, political data, and contemporary political issues in order to understand how democratic ideals are translated into practice. Emphasis is placed on constitutional interpretation, the interaction among branches of government, civil liberties and civil rights, and the role of political participation in a representative democracy. Throughout the course, students develop the analytical and writing skills required to construct evidence-based arguments consistent with AP expectations.

### **AP Macroeconomics**

*½ Credit, Fall Semester, AP Weight, Grades 11-12*

*No Prerequisites*

AP Macroeconomics is a one-semester, college-level course that examines how the economy functions as a whole. Students

analyze national income, inflation, unemployment, and economic growth while exploring how fiscal policy, monetary policy, and international trade shape economic outcomes. Emphasis is placed on economic reasoning, data analysis, graphical interpretation, and evaluating policy choices using real-world economic evidence.

### **AP Microeconomics**

*½ Credit, Fall Semester, AP Weight, Grades 11-12*

*No Prerequisites*

AP Microeconomics is a one-semester, college-level course that examines how individuals and firms make economic decisions and how markets allocate resources. Students study supply and demand, consumer and producer behavior, market structures, and the effects of government intervention. The course emphasizes economic modeling, graphical analysis, data interpretation, and applying economic reasoning to real-world market outcomes.

### **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.

### **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.

### **History of Music in America H**

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

*No Prerequisites*

This course explores the evolution of music in the United States and its deep connection to cultural, regional, and political history. Students trace the American soundtrack from Revolutionary-era compositions and spirituals to work songs of the Mississippi Delta, the jazz fusion of New Orleans, early rock and roll in Memphis, and the cultural exchange that shaped the British Invasion. The course continues through soul, country, punk, rap, and grunge, highlighting the voices and contributions of diverse music pioneers who influenced national identity, protest, community, and global culture. Learning is immersive and multimedia-driven: each lesson combines mini-lectures, curated playlists, scholarly excerpts, documentary clips, and creative or analytical activities that invite students to interpret music as a historical source. Assessments include timeline creation, short-response writing, discussion, and reflective interpretation. By the end of the course, students will identify key American genres, understand their cultural origins, and clearly articulate how music shaped—and was shaped by—the American story.

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

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

*No Prerequisites*

This course examines the development of sports in the United States from 1850 to the present, exploring why athletics matter and how they influence culture, identity, ethics, and national conversation. Students investigate iconic moments such as athletes protesting, competing on the world stage, and shaping American ideals through visibility, risk, and leadership. The class is seminar-based and skills-driven, preparing students for university-level reading, research, analytical writing, ethical reasoning, and public speaking. Learning encounters include critical reading from articles and essays, documentary viewing, philosophical writing on professionalism vs. amateurism, structured lecture note-taking, weekly reflections, and multimedia projects that lead to presentations. Students practice forming articulate conclusions rooted in evidence and perspective-taking. Assessments include classwork, unit tests and quizzes, weekly writing and reflection, and extended research presentations or projects each quarter. The course challenges students to interpret sports as political, cultural, and social force.

### **United States Government Honors**

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

*No Prerequisites*

This course provides a comprehensive survey of the structure and functions of the United States government. Students will explore the organization and operation of governmental institutions, the individuals and groups that influence these institutions, and the public policies they create. Emphasis will be placed on understanding the role of the electorate in shaping policy and governance. In addition, students will examine comparative governmental systems and engage in activities designed to foster informed, responsible citizenship.

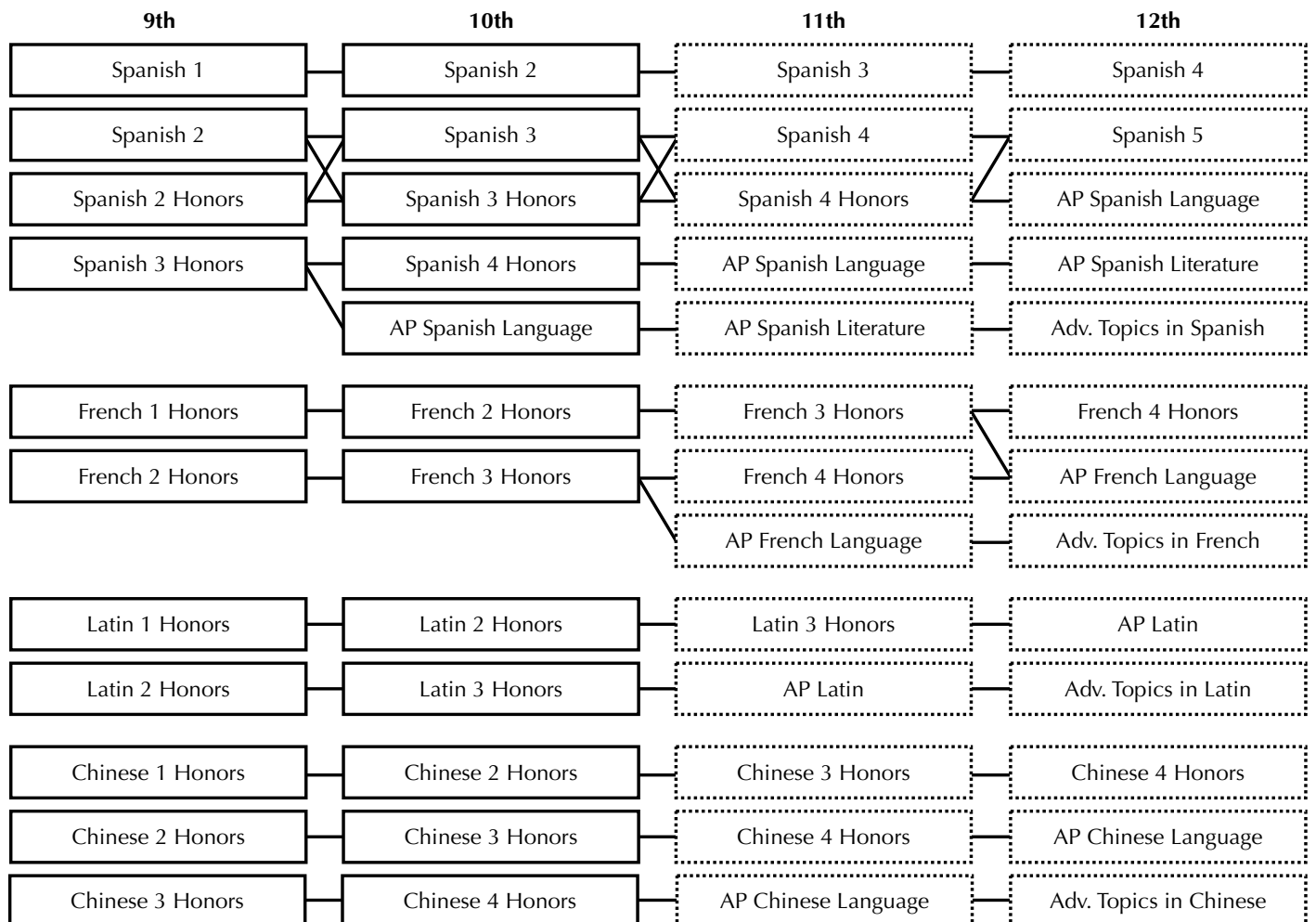
# World Languages & Cultures Department

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 (2 consecutive credits of the **same language** required)*



# CHINESE

## Chinese 1 Honors

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

*No Prerequisites*

We will begin with the foundational elements of Chinese, including greetings and the Pinyin/pronunciation system. Core units will cover vocabulary related to family, time and dates, hobbies, and visiting friends. The class also integrates cultural experiences, such as practicing Chinese calligraphy and water & mountain painting. Furthermore, we will explore key aspects of Chinese history and cultural traditions associated with festivals like Chinese New Year, the Mid-autumn Festival, and the Lantern Festival, including their related cuisine and customs.

## Chinese 2 Honors

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

*Prerequisites: Chinese 1 Honors or Proficiency Test Placement*

Chinese 2H continues the development of Chinese language and literacy skills. The course focuses on building proficiency in the four core areas: speaking, listening, reading, and writing. Students will also continue to broaden their knowledge of Chinese culture, history, economics, and linguistics. Topics covered in this course include: making phone calls, seeing a doctor, discussing sports hobbies in more depth, writing diary entries about daily routines, studying Chinese, shopping, and making travel plans.

## Chinese 3 Honors

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

*Prerequisites: Chinese 2 Honors or Proficiency Test Placement*

In Chinese 3H class, we will continue to build our Chinese literacy skills and develop the four language skills in listening, speaking, reading and writing. We will cover the units of weather/climate, weather related activities, dining and paying for bills, asking for directions, birthday parties, and seeing a doctor. We will continue to delve into some ethnic cultures and learn more about the traditions and customs of some traditional festivals.

## Chinese 4 Honors

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

*Prerequisites: Chinese 3 Honors or Proficiency Test Placement*

The Chinese 4H class is designed to further develop students' Chinese literacy skills, deepen their cultural and historical understanding, and allow for a more in-depth exploration of specialized Chinese literacy topics. The curriculum incorporates several practical and communicative units. These include mastering social interactions, such as making appointments and politely declining invitations, as well as handling housing matters like renting an apartment and negotiating prices. Students will also learn to discuss hobbies, particularly physical exercise, plan and describe summer travel itineraries, navigate transactions by asking for discounts, and utilize public services, specifically airport check-in procedures. Finally, a unit is dedicated to learning how to compliment others on their expertise.

## AP Chinese Language & Culture

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

*Prerequisites: Chinese 4 Honors or Proficiency Test Placement*

The AP Chinese Language and Culture course is a rigorous, college-level course designed to develop students' proficiency in listening, speaking, reading, and writing Chinese while fostering deep cultural understanding. The course emphasizes communication in the three modes—interpersonal, interpretive, and presentational—using authentic materials and real-world contexts. Instruction is organized around the College Board's six AP Chinese themes: *Families and Communities; Personal and Public Identities; Beauty and Aesthetics; Science and Technology; Contemporary Life; and Global Challenges*. Students analyze cultural practices, products, and perspectives while engaging in meaningful communication tasks. The course prepares students for success on the AP Chinese Language and Culture Exam through consistent practice with exam-aligned tasks, performance-based assessments, and integrated language skills.

## Advanced Topics in Chinese

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

*Prerequisites: AP Chinese Language & Culture with a 3+ exam score or Proficiency Test Placement*

Advanced Topics in Chinese is a post-AP, advanced-level course designed for students who have completed AP Chinese and wish to further refine their Chinese language proficiency and cultural literacy. The course emphasizes advanced listening, speaking, reading, and writing skills through in-depth exploration of specialized topics such as contemporary Chinese society, literature, history, philosophy, media, global issues, and cross-cultural perspectives. Students engage with authentic, complex texts and multimedia sources, participate in extended discussions, and produce analytical and creative presentations and written work. The course encourages critical thinking, independent inquiry, and advanced communication while fostering a nuanced understanding of Chinese language and culture in both historical and modern contexts.

# FRENCH

## French 1

### French 1 Honors

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

*No Prerequisites*

The course is dedicated to help students to become global citizens by possessing some skills of communication in French and cross-cultural understanding. For this reason, students will develop their written and oral proficiency based on three modes of communication (Interpersonal, Interpretive, and Presentational) as defined in the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century*. The course will promote both fluency and accuracy in the language use but will not overemphasize grammatical accuracy at the detriment of the communication. Students communicate using rich vocabulary and linguistic structures as they build proficiency in all modes of communication toward the intermediate proficiency level. Central to communication is the following premise encompassing the Standards set forth by the American Council of the Teaching of Foreign Languages: "When communicating, French students demonstrate an understanding of the culture(s),

incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities).” The course will deal with familiar topics such as greetings, numbers, time, family, school, restaurant, leisure, and holidays. As grammatical structures, the students will learn basic verbs in the present tense, descriptive adjectives, possessive and demonstrative adjectives, near future, and they will be introduced to the past tense. The students will use a variety of media and material to enhance their proficiency.

## **French 2**

### **French 2 Honors**

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

*Prerequisites: French 1 or Proficiency Test Placement*

This intensive French course is designed for students with exceptional foreign language talent, focusing on achieving an intermediate proficiency level through advanced grammar, extensive vocabulary, and integrated cultural studies. The curriculum emphasizes balanced development across listening, speaking, reading, and writing, utilizing French literature, journalistic articles, short stories, and creative expression activities like dialogues and compositions. Students will master complex grammatical structures, including irregular verbs and various tenses (past, subjunctive, future, conditional), along with different types of pronouns and negations, while centering communication on the ACTFL Standards for culture, connections, comparisons, and real-life use across familiar topics like health and technology.

## **French 3**

### **French 3 Honors**

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

*Prerequisites: French 2 or Proficiency Test Placement*

Students communicate using rich vocabulary and linguistic structures as they build proficiency in all modes of communication toward the intermediate proficiency level. Central to communication is the following premise encompassing the Standards set forth by the American Council of the Teaching of Foreign Languages: When communicating, French students demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities). French 3 Honors is a course designed to fully develop intermediate French language skills across all four modalities: listening, speaking, reading, and writing. The curriculum reviews and expands grammatical concepts, introduces more sophisticated vocabulary, and uses authentic resources, including materials on current world events and fragments of classical French literature (poetry, short stories, plays, and novels), to inform students about the cultural products, practices, and perspectives of the Francophone world. Students will extend their speaking and writing through advanced discussion and composition, including both analysis and personal response, often utilizing the computer lab for these tasks. Ultimately, the course aims to build proficiency toward the intermediate level by enabling students to communicate using rich vocabulary and structures while demonstrating an understanding of Francophone

culture(s), incorporating interdisciplinary connections, making comparisons between French and their native language/culture, and using French in real-life contexts.

## **French 4**

### **French 4 Honors**

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

*Prerequisites: French 3 or Proficiency Test Placement*

French 4 Honors is designed to fully develop intermediate and advanced language skills in listening, speaking, reading and writing. Grammatical concepts are reviewed and extended to include more advanced topics, and more sophisticated vocabulary is presented. Students read, listen to, and view authentic resources about current world events. They also read fragments of classical works of French literature, and a novel, *L’oeil du Loup* by Pennac. A great part of their reading and listening resources will inform students about cultural products, practices, and perspectives of the Francophone - speaking world. Students extend their speaking and writing skills in more advanced discussion and composition work, including both analysis and personal response. The computer lab is used for listening, speaking and writing. Students communicate using rich vocabulary and linguistic structures as they build proficiency in all modes of communication toward the intermediate proficiency level. Central to communication is the following premise encompassing the Standards set forth by the American Council of the Teaching of Foreign Languages: “When communicating, French students demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities).”

## **AP French Language & Culture**

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

*Prerequisites: French 4 Honors or Proficiency Test Placement*

AP French Language and Culture is a college-level course intended for students in their fourth year of study of French. The three modes of communication (Interpersonal, Interpretive and Presentational) defined in the Standards for Foreign Language Learning in the 21<sup>st</sup> Century are foundational to the AP French Language and Culture course. Course work provides students with opportunities to demonstrate their proficiency in each of the three modes in the intermediate to pre-advanced range as described in the ACTFL Performance Guidelines for K-12 Learners. Students who enroll in this course should already have a good command of the grammar and considerable competence in listening, reading, speaking and writing. When communicating, students in the AP French Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (connections), make comparisons between the native language and the target language and between cultures (comparisons), and use the target language in real life settings (communities). Exclusive use of French by teacher and students for active communication is de rigueur in the classroom. Students use several primary textbooks and other authentic materials and resources that are in accordance with those suggested on the College Board website.

# LATIN

## **Latin 1 Honors**

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

This course is an introduction to the linguistic, literary, cultural, and aesthetic elements of ancient Rome. An appreciation for and an understanding of Roman civilization is taught through a wide range of topics. Language proficiency will be acquired primarily through reading, and translating but supported by listening, speaking, and writing. In addition, the learner will gain fluency in both oral and written English through regular word study of Latin roots.

## **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*

AP Latin is an advanced course equivalent to an intermediate college Latin sequence. Students read, understand, translate, and analyze authentic Latin poetry and prose, with required readings from Vergil's Aeneid and Pliny the Younger's Letters, along with additional teacher-selected texts. The course emphasizes careful reading, accurate comprehension, and interpretation of how Latin authors create meaning through language. Students develop proficiency through prepared translation, sight reading, discussion, and analytical writing grounded in textual evidence, while situating texts within their historical and cultural contexts.

## **Advanced Topics in Latin**

*1 Credit, Full Year, AP Weight, Grades 11-12*  
*Prerequisites: AP Latin with an exam score of 3+ or Proficiency Test Placement*

Advanced Topics in Latin is a seminar for students prepared to engage deeply with authentic Roman texts. Students explore Latin literature, history, and culture through readings aligned with their interests, including concentrated study of a single author, historical period, or literary genre. The course

emphasizes close reading, discussion, contextual analysis, and sustained analytical writing. All readings are drawn from unadapted Latin texts, and students are expected to demonstrate increasing sophistication in interpretation, argumentation, and written expression.

# SPANISH

## **Spanish 1**

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

Spanish 1 is a first-year Spanish language course designed to introduce fundamental elements of the Spanish language within a cultural context. It focuses on building basic communication skills in listening, reading, speaking, and writing.

## **Spanish 2**

*1 Credit, Full Year, Regular Weight, Grades 9-12*  
*Prerequisites: Spanish 1, MS Spanish C, or Proficiency Test Placement*

Spanish 2 will review the grammar and vocabulary covered in Spanish 1 and will complete all six units of *Senderos 2*. This program is designed to give students the confidence to communicate successfully in real-life situations at a novice-high proficiency level. Students will work with clear, concise vocabulary and grammar presentations, with culture seamlessly interwoven into each lesson. Students will use hardcopy and online resources for listening, reading, speaking, and testing. The design of the Spanish Language course follows the American Council on the Teaching of Foreign Languages' standards and goals. There are five targeted learning goal areas: Communication, Culture, Connections, Comparisons, and Communities.

## **Spanish 2 Honors**

*1 Credit, Full Year, Honors Weight, Grades 9-12*  
*Prerequisites: Spanish 1 with Teacher Recommendation, MS Spanish C with Teacher Recommendation, or Proficiency Test Placement*

Spanish 2 Honors is an accelerated course designed for students with a strong affinity for Spanish language and culture, targeting intermediate-low proficiency through the enhancement of communicative competence in complex, spontaneous language on both personal and global topics. Learners will deepen their understanding of diverse Spanish-speaking cultures' products, practices, and perspectives, reinforcing CSN values: curiosity, respect, compassion, and humility, by expanding their abilities in the three modes of communication: engaging in more sophisticated, sustained interpersonal spoken and written interactions with advanced grammar (including time shifts and the subjunctive); analyzing and interpreting authentic interpretive audio, visual, and written materials to identify cultural nuance and author/artist perspectives; and producing organized, culturally appropriate, paragraph-length presentational spoken and written messages with a focus on clarity, accuracy, and audience awareness.

### **Spanish 3**

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

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

Spanish 3 is an accelerated course designed for students with a strong affinity for Spanish language and culture, targeting intermediate-low proficiency by enhancing communicative competence in complex, spontaneous language on personal and global topics. The course reviews basic Spanish grammar, including the present, preterit, and imperfect tenses, but moves toward intermediate skills by delving into advanced grammar like time shifts and the subjunctive mood. Learners will deepen their understanding of diverse Spanish-speaking cultures, reinforcing CSN values, by expanding their abilities in the three modes of communication: engaging in sophisticated interpersonal spoken and written interactions; analyzing and interpreting authentic interpretive audio, visual, and written materials; and producing organized, culturally appropriate, paragraph-length presentational spoken and written messages with a focus on clarity, accuracy, and audience awareness. Students are expected to apply their learning in realistic communication to foster a greater understanding of Spanish-speaking communities, with all communication assessment geared toward the intermediate-low proficiency level.

### **Spanish 3 Honors**

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

*Prerequisites: Spanish 2 Honors, MS Spanish D with Teacher Recommendation, or Proficiency Test Placement*

Spanish 3 Honors course is designed to strengthen and build upon all the skills students have acquired in previous levels. Grammatical concepts are reviewed and expanded to include more sophisticated vocabulary and grammatical topics. A large portion of the year is dedicated to students' acquisition of skills in the subjunctive as they compare it with the more familiar indicative mood. Students improve their listening skills through audio and video activities and develop their comprehension and analytical skills through exposure to authentic literary passages of varying lengths and complexity. Students develop speaking and writing skills through discussion and composition, including analysis and personal response. Students will use hardcopy and online resources for listening, reading, speaking, and testing. The design of the Spanish Language course follows the American Council on the Teaching of Foreign Languages' standards and goals. There are five targeted learning goal areas: Communication, Culture, Connections, Comparisons, and Communities.

### **Spanish 4**

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

*Prerequisites: Spanish 3 with 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.

### **Spanish 4 Honors**

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

*Prerequisites: Spanish 3 Honors, MS Spanish D with Teacher Recommendation, or Proficiency Test Placement*

Spanish 4 Honors explores the sub-AP themes of personal & public identities, family and communities, contemporary life, beauty & aesthetics, global challenges, and language and literature of the Spanish-speaking world. Students use Spanish in meaningful ways in pairs, groups, and individually to strengthen comprehension and communication. Students are exposed to real-world authentic texts, audio(visuals), paired with interpersonal and presentational performance tasks. Students have multiple opportunities to show what they Can-Do with the language, leaning about interesting products, perspectives and practices around the Spanish-speaking world to deepen intercultural competence and to prepare you to be a global citizen. The course will be conducted 90% in the target language. All students are expected to communicate in Spanish with their peers and with the teacher.

### **Spanish 5**

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

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

Spanish 5 is an advanced course designed to further students' Spanish language proficiency and cultural understanding, building upon prior instruction by offering more immersive opportunities, which may include resources like Fotonovelas, cultural readings, and authentic media. The curriculum will continue to enhance all four essential language skills—speaking, listening, reading, and writing—with the primary objective of strengthening communicative competence, giving students the linguistic and cultural foundation necessary for college-level study, and enabling them to construct meaning and forge intercultural connections with Spanish-speaking communities globally.

### **AP Spanish Language and Culture**

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

*Prerequisites: Spanish 4 Honors with Recommendation, or Proficiency Test Placement*

This course follows the guidelines of the College Board AP Spanish Language and Culture course and provides opportunities for students to demonstrate their proficiency in the modes of communication from the Intermediate to the Mid-Advanced range. The three modes of communication (Interpretive, Interpersonal, and Presentational) are foundations to the AP Spanish Language and Culture course with the curriculum revolving around the themes of Families and Communities, Science and Technology, Beauty and Aesthetics, Contemporary Life, World Challenges, and Personal and Public Identities.

### **AP Spanish Literature and Culture**

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

*Prerequisites: AP Spanish Language & Culture with 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 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 expect students to do likewise.

### **Advanced Topics in Spanish**

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

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

This course explores international cuisine, restaurant culture, and the lifestyles of young people across diverse Spanish-speaking communities and within the multicultural context of Naples and Collier County. Students engage in real-world language use through field experiences, restaurant visits, cultural interviews, and media creation. Using the target language exclusively, students will discuss, compare, and reflect on dining traditions and youth lifestyles around the world, create authentic content (videos, blogs, vlogs, reviews, and presentations), and develop linguistic proficiency and intercultural competence through meaningful communication and storytelling.