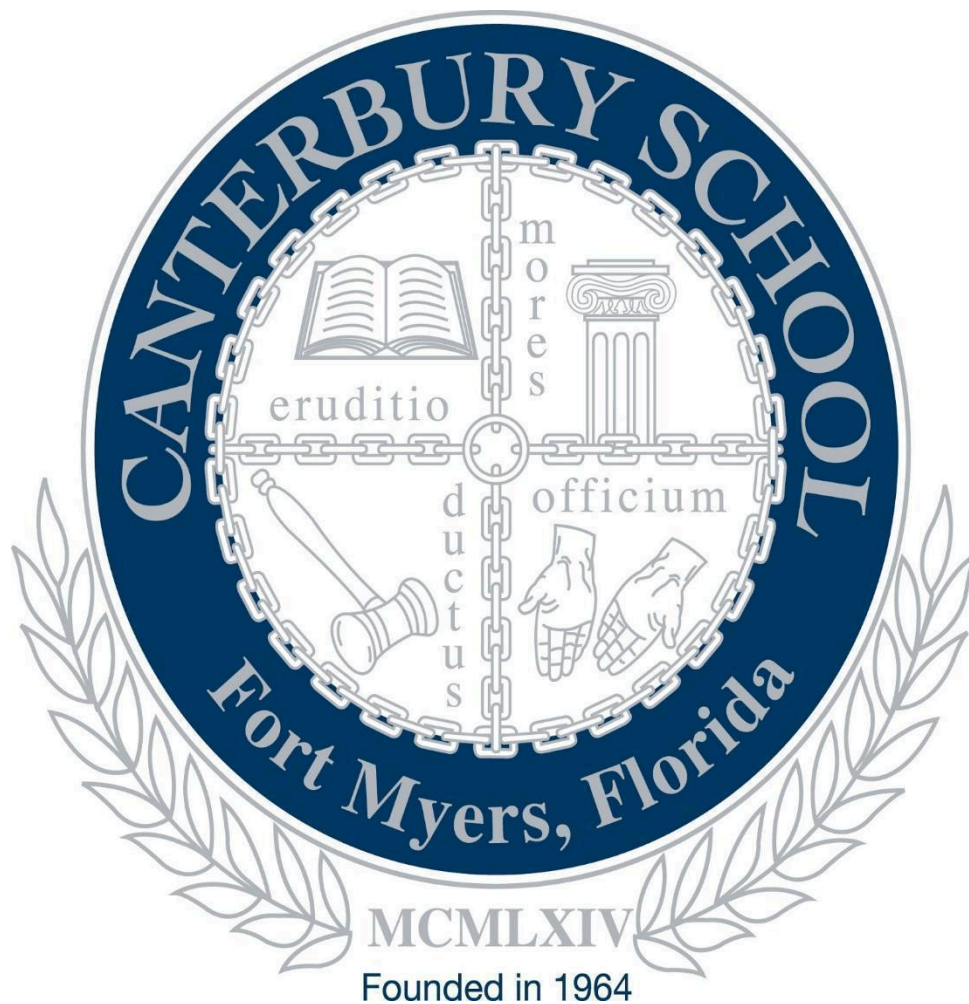




CANTERBURY SCHOOL

ACADEMIC EXCELLENCE • CHARACTER • LEADERSHIP • SERVICE



UPPER SCHOOL CURRICULUM GUIDE 2026-2027

TABLE OF CONTENTS

Page

- 3. Mission & Vision Statements and Explanation of the Curriculum
- 4. Upper School Program
- 6. College Planning

Departmental Philosophy and Course Descriptions

- 8. English
- 10. Mathematics
- 12. Science
- 16. History and Social Sciences
- 20. World Languages
- 25. Computer Science
- 26. Arts
- 30. Physical and Health Education
- 32. Standardized Tests
- 33. Scope and Sequence

MISSION

Canterbury School is a college preparatory school that is dedicated to academic excellence within a caring and supportive community emphasizing character, leadership, and service.

VISION

We strive to prepare students of ability, promise and diverse backgrounds for success in the art of leading a meaningful life.

UPPER SCHOOL

Canterbury's Upper School, dedicated to the development of its students' minds, bodies, and character, aims to promote academic excellence and a love of learning. It achieves these aims by helping students to master knowledge, acquire skills, think critically and creatively, and communicate effectively. The Upper School strives also to instill in students a respect for others and a desire to be caring and contributing members of the community.

USE OF THIS CURRICULUM GUIDE

This Curriculum Guide is designed to help students and their parents with the preparation of a program of studies for the 2026-2027 academic year. It should be used in conjunction with the course selection sheet to plan a course of study for next year and beyond. Of the electives listed, only those with sufficient enrollment will be offered. The school reserves the right to alter the course content if faculty changes or other factors require such a change.

CANTERBURY CURRICULUM

The Canterbury curriculum offers a wide variety of courses designed to prepare our students for the requirements of the most demanding four-year colleges in the nation. The curriculum includes core courses in five major departmental areas, additional required courses, and numerous electives. Honors and Advanced Placement classes will be taught in all core subject areas. Students will be recommended to join these classes based on specific criteria. The several criteria include, but are not limited to, standardized test results, previous grade performance, and teacher and departmental recommendations. Final decisions regarding enrollment rest with the Upper School Head.

Middle School students do not receive Upper School graduation credit for any courses taken during the middle school years. Students will be placed at appropriate levels in the Upper School according to teacher recommendation.

Year-long Upper School courses receive one credit; semester-long courses receive .5 credit.

UPPER SCHOOL PROGRAM (Grades 9 - 12)

Requirements for graduation:

<u>Distribution</u>	<u>Required</u>	<u>Recommended</u>	<u>Includes</u>
English	4 credits	4 credits	Every year; every semester
Mathematics	3 or 4 credits	4 credits	Students who take Algebra I in 9 th grade require a total of 4 credits; those who take Algebra I in M.S. require a minimum of 3 credits in Upper School
Science	3 credits	4 credits	3 lab sciences: Biology, Chemistry, Physics
History & Social Sciences	3 credits	4 credits	Ancient World History or AP Human Geography, Modern World History or AP World History, U.S. History or AP U.S. History
World Languages	2 credits	4 credits	2 years of the same language are required for graduation; however, students applying to four-year colleges should take 3-4 years of the same language.
Physical and Health Education	1 credit	1.5 credit	1 credit of HOPE - Health Opportunities through Physical Education (online course through Florida Virtual School) OR .5 credit Healthy Living (online Canterbury course) AND .5 credit PE class (online or on campus)
Arts	1 credit	2 credits	
Success Principles	.5 credit	.5 credit	
Electives	6.5 credits	2 credits	
Total	24 credits	26 credits	

Yearly Credit Requirements

Freshmen

During the 9th grade year, students must take a minimum of seven courses per semester (7.0 credits for the year). Five of the credits must involve the core curriculum (English, Mathematics, Science, Social Science, World Language). It is recommended that students complete HOPE (1) or Healthy Living (.5) and a PE elective (.5) in their freshman year, although they may take the course(s) at any time during their high school years. Note that students may begin working on their HOPE credit during the summer prior to their freshman year.

Sophomores

During the 10th grade year, students must take a minimum of seven courses per semester (7.0 credits for the year). Five of the credits must involve the core curriculum (English, Mathematics, Science, Social Science, World Language).

Juniors

During the 11th grade year, students must take a minimum of seven courses per semester (7.0 credits for the year). Five of the credits must involve the core curriculum (English, Mathematics, Science, Social Science, World Language).

Seniors

During the 12th grade year, students must take a minimum of six courses per semester (6.0 credits for the year). Four of the credits must involve the core curriculum (English, Mathematics, Science, Social Science, World Language).

Florida Virtual School - Courses completed through Florida Virtual School (FLVS) are included on the Canterbury transcript. However, FLVS courses are not used in GPA calculations and do not fulfill graduation requirements. **All academic credits required for graduation must be met through on-campus course work.** The only exception is the FLVS course Health Opportunities Through Physical Education (HOPE).

GRADING SYSTEM

Canterbury employs an A-F grading system. Grades take the form of letters as follows:

A	indicates truly outstanding work.
B	indicates very good work
C	indicates satisfactory work.
D	indicates unsatisfactory work although credit is earned.
F	indicates unsatisfactory work with no credit earned.
INC	indicates incomplete work with no credit earned.

Based on a 100 percent scale, grades are determined as follows:

<u>Letter Grade</u>	<u>Numerical Value</u>	<u>Grade Point</u>
A+	97-100%	4.3
A	93-96%	4.0
A-	90-92%	3.7
B+	87-89%	3.3
B	83-86%	3.0
B-	80-82%	2.7
C+	77-79%	2.3
C	73-76%	2.0
C-	70-72%	1.7
D+	67-69%	1.3
D	63-66%	1.0
D-	60-62%	0.7
F	59-below	0.0

Grade Point Average

The Grade Point Average (GPA) is calculated by averaging the final grade (A = 4.0) earned in all courses in the core curriculum. This includes courses in the five major subject areas: English, mathematics, science, social science, and world languages. Honors level courses receive a weight of 0.5 and Advanced Placement courses receive a weight of 1.0 in the Weighted GPA (WGPA). Honors and AP course weights are *not* used when calculating the Unweighted GPA (UGPA), which is used for FHSAA eligibility.

Community Service Requirement - The requirement of 100 hours is distributed as follows: 20 hours each year for students in grades 9 & 10, and 30 hours each year for students in grades 11 & 12. New students are expected to fulfill only those hours required during the years that they attend Canterbury. The Community Service Coordinator must approve all projects and emphasis will be on off-campus service. Bright Futures Candidates for the Florida Academic Scholarship must perform a minimum of 100 hours of community service. To ensure promotion and graduation, all students are expected to make timely progress in the school's community service program.

Advisory - The advisory program is a key component to our school mission. Advisory includes, but is not limited to, small group discussions on character and leadership, community service, participation in team building and spirit events, discussion of age-appropriate topics, academic course selections, and grade/school wide meetings.

Diploma Designations - The following Latin honors apply. Diplomas will be granted and inscribed with honors (*cum laude*) if the graduating student has a 3.60 weighted cumulative average at the time of conferral; a 3.80 weighted cumulative average is required for graduation with high honors (*magna cum laude*); and a 4.00 weighted cumulative average is required for graduation with highest honors (*summa cum laude*). A student who meets the requirements of more than one category of honors will be awarded only the highest honor for which that student qualifies.

COLLEGE PLANNING

If you are considering a career in one of the following professions, here are some general guidelines to shape your course selection and decisions about co-curriculars. Our College Counselors can help you to personalize your plans. For students with Last Name starting A-K, email Melissa Wilson at mwilson@canterburyfortmyers.org to request a conference. For students with Last Name starting L-Z, email Cindy Lyons at clyons@canterburyfortmyers.org. It's important to note that there are many paths to the same destination. Students should not feel pressured to take AP courses and each person can personalize the direction of his or her courses and activities. The information below is general advice.

Medicine, Veterinary Medicine, Nursing, Physical Therapy, Athletic Training, Health Sciences

Recommended Courses:

- AP Biology
- AP Chemistry
- AP Physics 1
- Anatomy and Physiology
- Calculus Honors or AP Calculus AB/BC
- AP Psychology
- Independent Science Research
- Biotechnology
- Introduction to Sports Medicine
- Organic Chemistry

Recommended Co-Curriculars:

- 80+ hours of volunteer experience in the medical field
- HOSA (Health Occupation Students of America)
- Summer programs of interest related to the field
- Science Fair, Science Olympiad

Engineering

Recommended Courses:

- AP Biology
- AP Chemistry
- AP Physics 1, AP Physics 2, AP Physics C: Mechanics, AP Physics C: Electricity and Magnetism
- AP Environmental Science
- AP Computer Science A, AP Computer Science Principles
- Engineering, Introduction to Robotics
- Anatomy and Physiology (for biomedical engineering)
- Drawing and AP Studio Art (for architectural engineering)
- Web Development, Game Development, Coding (if applicable)

Recommended Co-Curriculars:

- Summer or off campus courses in computer-aided design, robotics, coding, and art portfolio development
- Summer engineering programs on college campuses
- Internships
- 80+ hours of volunteer experience in the medical field (for biomedical engineering)

Business

Recommended Courses:

- Calculus Honors or AP Calculus AB/BC
- Statistics or AP Statistics
- Success Principles
- AP Microeconomics and/or AP Macroeconomics
- Entrepreneurship I & II
- AP Computer Science A, AP Computer Science Principles, Software Entrepreneurship
- AP English Language and Composition
- AP World Languages for international business

Recommended Co-Curriculars:

- DECA
- Model United Nations
- Student Government
- Internships
- Work experience
- Summer programs on college campuses in business, leadership, speaking skills, writing skills, international commerce, economics, advertising, marketing, etc.

International Relations/Government/Diplomacy

Recommended Courses:

- AP World History, AP U.S. History, AP U.S. Government, AP Comparative Government, AP European History
- AP Microeconomics and AP Macroeconomics
- AP Human Geography, AP Psychology
- World Languages through level 5/AP
- Success Principles
- AP English Language and Composition

Recommended Co-Curriculars:

- Model United Nations
- Summer programs on college campuses in related topics (e.g. international affairs, ethics, political science)
- Summer language immersion programs
- Amnesty International

Liberal Arts/Law

Recommended Courses:

- AP World History, AP U.S. History, AP U.S. Government, AP Comparative Government, AP European History
- AP Microeconomics and AP Macroeconomics
- AP Human Geography, AP Psychology
- World Languages through level 5/AP
- AP English Language and Composition, AP English Literature
- AP Sciences and Mathematics of interest
- Success Principles, Government and Politics

Recommended Co-Curriculars:

- Mock Trial, Debate Club
- Model United Nations
- Summer programs
- Internships
- Work experience

Visual and Performing Arts

Recommended Courses (as applicable):

- AP Studio Art, AP Art History, art electives
- Theatre 1, 2, 3, 4
- AP Music Theory, Wind Ensemble, Modern Band, Jazz Band
- Video Production, Multimedia, Film Studies
- Game Development

Recommended Co-Curriculars (as applicable):

- Thespians, musicals, plays
- Pep Band, Jazz Ensemble
- Individual instruction
- Summer programs to aid portfolio development for visual art (by end of junior summer)
- Audition readiness for musicians (by end of junior summer)
- Local competitions (as applicable)

ENGLISH DEPARTMENT

As a college preparatory school, our major focus at Canterbury is identifying and developing the knowledge and skills our students need to succeed in higher education. The basic academic competencies essential to effective work in all disciplines--reading, writing, speaking, and listening--are the heart of the English curriculum. Therefore, when teaching English, we will develop specific academic skills in reading, writing, speaking, and listening with a focus on, but not limited to, the following:

- The ability to recognize different purposes and methods of writing, to identify a writer's point of view and tone, and to interpret a writer's meaning inferentially as well as literally.
- The ability to identify and comprehend the main and subordinate ideas in a written work across a range of literature and cultures and to summarize the ideas in one's own words.
- The ability to write informatively, persuasively, analytically, and creatively.
- The ability to write standard English sentences with correct sentence structure, verb forms, mechanics (including punctuation, capitalization, possessives, agreement), diction and spelling.
- The ability to vary one's writing style, including vocabulary and sentence structure, for different readers and purposes including restructuring and rewriting one's own work.
- The ability to gather information from primary and secondary sources; to write reports using this research; to quote, paraphrase, and summarize accurately; and to cite sources properly.
- The ability to engage critically and constructively in the exchange of ideas, both in class discussions and conferences with instructors.
- The ability to conceive and develop ideas about a topic for the purpose of speaking to a group; to choose and organize related ideas; to present them clearly; and to evaluate similar presentations by others.
- The ability to identify and comprehend the main and subordinate ideas in lectures and discussions and to report accurately what others have said.

Beyond these fundamental competencies, there is an emphasis on developing the ability to prepare for various types of examinations and to devise strategies for pacing, thinking, analyzing, writing, and editing according to the type of examination. Special emphasis is also placed on setting study goals and priorities. Finally, it is our major objective to teach our students to accept constructive criticism and learn from it.

ENGLISH I HONORS (9)

1 credit

English I Honors is an introductory secondary-level course of instruction and practice in the reading process, literary analysis, writing, writing applications, and communication. Building on skills already mastered in middle school, students will have the opportunity to explore fiction and nonfiction works (poetry, prose, and drama), strengthen analytical skills through class discussion and written response, hone writing skills through regular essays, and develop oral communication skills through periodic recitations, declamations, Socratic Seminars, and interactive class presentations.

ENGLISH II HONORS (10)

1 credit

World Literature and Composition is designed to expose students to global perspectives through literature and its historical and cultural context. Using empathy as our theme, the course will ultimately lead students to a deeper understanding of other cultures and the works that represent them. An emphasis will be placed on reinforcing students' critical reading and analytic writing skills. Students will thematically study, analyze, interpret, and critique various genres of world literature and other media based on the historical and cultural context of the author and his/her culture. Students will write for a variety of purposes. Additionally, the course contains a grammar and vocabulary component that is aligned with the upper school scope and sequence.

ENGLISH III HONORS (11)

1 credit

This course is a survey of American literature that will continue to add to the students' foundation of critical reading, writing, and thinking skills. The students will continue to build their analytical skills by reading from works of fiction and non-fiction and a variety of literary genres, poems, short stories, essays, letters, and novels. The students will also write for a number of purposes while continuing to improve their understanding of grammar and usage. In addition, they will increase their working vocabulary in order to communicate more effectively and efficiently in their writing and oral expression. This course will ultimately increase the students' ability to listen, question, and synthesize ideas through their active participation in class discussions.

ENGLISH IV HONORS (12)

1 credit

This course is a survey of British literature. Students will recognize and analyze this theme in class discussions, activities and written responses to the various readings. Students will examine epic poems, novels, essays, and plays while considering the concepts of good and evil, freedom and responsibility, truth and beauty, and the human condition. The course examines the works of British writers from roughly 1000 to the present day. Students read epic poems, philosophical tracts, novels, short stories, works of nonfiction, and plays from a variety of writers. Contemporary articles, literary criticism, and essays are read in conjunction with these works. Students will engage in various types of writing including persuasive, expository, and creative and response to literature.

ADVANCED PLACEMENT (AP) ENGLISH LANGUAGE AND COMPOSITION (11)**1 credit**

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum. The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. At the completion of this course, students should be able to read and comprehend college-level texts and to express themselves clearly in writing as well as demonstrate mastery of advanced skills in spelling, grammar, and punctuation. (Entrance into this class is by department approval only.)

ADVANCED PLACEMENT (AP) ENGLISH LITERATURE (12)**1 credit**

This college-level course in literary analysis prepares select students for the Advanced Placement English and Composition examination in May. The course is a comprehensive survey of all genres, conducted as a seminar with daily discussions of the literary aspects of many authors including Shelley, Shakespeare, Dante, Donne, Keats, Coleridge, Eliot, Browning, Rand, Dickinson, Frost, Orwell, and Ellison, among others. Writing assignments will focus on a critical analysis of literature and will include essays in exposition, argument, and rhetorical analysis as well as personal journals that will prepare students for an end-of-the-year speech as a response to the Socratic question: “How, then, shall I live my life?” All students are expected to prepare for and take the AP test, and much of the course will focus on honing timed essays, close reading, and analysis skills for the test. (Entrance into this class is by department approval only.)

ADVANCED PLACEMENT (AP) SEMINAR (10-12)**1 credit**

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; and experiencing artistic works and performances. An emphasis is placed on reinforcing students’ critical reading and analytic writing skills with an emphasis on rhetoric. Students thematically study, analyze, interpret, and critique various genres of literature and write to practice their language usage and style skills. (Entrance into this class is by department approval only.)

ADVANCED PLACEMENT (AP) RESEARCH (11-12)**1 credit**

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. Prerequisite: AP Seminar (Entrance into this class is by departmental invitation only.)

CREATIVE WRITING HONORS (9-12)**.5 credit**

Creative Writing will provide students exposure to all facets of creative writing including poetry, fiction, creative nonfiction, and screenplays. Students will have the opportunity to draft their own pieces while receiving and critiquing their peers’ written voices to ultimately put together a portfolio of their work at the conclusion of the semester. Students will be encouraged to find ways to either publish or enter writing contests throughout the year.

MYTHOLOGY AND MEANING HONORS (10-12)**.5 credit**

Cultures around the world have made sense of their world using stories that describe beginnings and ends, how things work, and why things are the way they are. Students will explore various pantheons of gods, goddesses, heroes, demigods, and monsters. These stories helped the ancients across cultures to explain the unexplainable. In addition, history, beliefs, cultural norms, and timeless stories helped these cultures to teach universal truths. Students will identify story patterns such as the monomyth, the epic, and the tragedy as well as meet iconic and timeless characters. In addition, students will revisit how these classic stories demonstrate common literary elements such as character archetypes, settings, plot, conflict, resolution, symbolism, and theme. These timeless stories bridge History and English as students connect cultural ideals from various ancient cultures and see their modern influence on the English language, modern literature, and our modern world.

SAT AND ACT ESSENTIALS (10-12)**.5 credit**

This one-semester course provides a comprehensive review of essential topics, testing practice with personalized feedback, and targeted test prep instruction for both the SAT and ACT tests. Students will meet during the school day for one class period for either the fall or spring semester with a Canterbury teacher, and will receive online live instruction from Advanced Test Prep expert instructors. There is no cost for Canterbury students to add this elective; however students must have taken the PSAT or NMSQT and must register for an SAT or ACT test date in November / December (fall semester elective) or May / June (spring semester elective).

WOMEN'S LITERATURE HONORS (9-12)**.5 credit**

This English elective focuses on the celebration of women as authors. Students will closely read and discuss fiction, non-fiction, memoirs, essays, poetry, and other genres by female authors such as Sandra Cisneros, Alice Munro, Nnedi Okorafor, Shirley Jackson, Jodi Picoult, Charlotte Perkins Gilman, Virginia Woolf, Zora Neale Hurston, Margaret Atwood, Amy Tan, Isabel Allende and others. Through inquiry, students will engage with the relationship between the writer and her work to develop a strong understanding of the female writer's impact on literature throughout history.

WRITERS OF THE CIVIL RIGHTS MOVEMENT HONORS (9-12)**.5 credit**

This English elective explores the Civil Rights era through the texts that helped define it. Students will examine speeches, essays, letters, sermons, poetry, and selected fiction by writers such as James Baldwin, Martin Luther King Jr., Lorraine Hansberry, Langston Hughes, Maya Angelou and other influential voices of the period. The course emphasizes close reading and comparison: How do different writers speak to different audiences? How do style, tone, and genre shape a message? Through discussion and writing, students will study how language can become a tool of protest, witness, persuasion, and hope.

MATHEMATICS DEPARTMENT

The mathematics department of Canterbury School is committed to providing all students with access to high quality, engaging mathematics instruction. There are high expectations for all and appropriate help in striving for this level of achievement. Our curriculum is mathematically rich, providing students opportunities to learn mathematical concepts and procedures with understanding. At all levels, the mathematics program emphasizes individual growth, skills development, a high caliber of instruction and high standards. The program provides students with access to the latest technological tools and the opportunity to challenge themselves and take risks in an atmosphere of mutual respect and partnership.

The department strives to enable students to demonstrate confidence as mathematical thinkers; to encourage students to grow in accepting responsibility for their learning of math; and to enable students to recognize the power that comes from understanding and doing math. Our students and teachers investigate the usefulness of mathematics in everyday life and relate mathematics to college and careers. Our program aims to provide students with opportunities, encouragement, and support for speaking, writing, reading and listening in all mathematics classes.

ALGEBRA I (9)**1 credit**

Algebra I is designed to provide the student with a solid foundation in the fundamental skills of algebra. Topics include simplifying numerical and algebraic expressions, translating words to symbols/symbols to words, evaluating and solving equations and inequalities, graphing linear functions, solving systems of linear equations, and solving quadratic equations. Emphasis is placed on step-by step problem solving and the organizational skills needed for success in mathematics.

GEOMETRY (9-11)**1 credit**

Geometry is the study of space. The course deals with Euclid's postulates, theorems, logic, and the conclusions that can be drawn from analyzing the given information. Informal reasoning is used along with symbolic and visual thinking. Visualization of spatial relationships is developed. Algebra I is integrated throughout the course. A TI-84 CE graphing calculator is required.

GEOMETRY HONORS (9-11)**1 credit**

Geometry is the study of space. The course deals with Euclid's postulates, theorems, logic, and the conclusions that can be drawn from analyzing the given information. Formal and informal reasoning are used along with symbolic and visual thinking. Visualization of spatial relationships is developed. Algebra is integrated throughout the course. A TI-84 CE graphing calculator is required.

GEOMETRY HONORS WITH ADVANCED TOPICS (9-10)**1 credit**

This course is similar to Geometry Honors but emphasizes more formal proof writing. A portion of the course focuses on solids and their surface areas and volumes. Time will also be devoted to coordinate and transformational geometry. Algebra II with Advanced Topics is integrated throughout the course. A TI-84 CE graphing calculator is required. **(Entrance into this class is by departmental invitation only.)**

ALGEBRA II (10-11)**1 credit**

Algebra II is a continuation of Algebra I. The course reviews, extends, and strengthens the student's understanding of elementary algebra topics. Specific topics stressed are linear equations; systems of equations; quadratic equations including factoring; functions including polynomial, radical, and rational; an introduction to right triangle trigonometry, and the Pythagorean Theorem. A TI-84 CE graphing calculator is required.

ALGEBRA II HONORS (10 - 11)**1 credit**

Algebra II Honors is a continuation of Algebra I. The course reviews, extends, and strengthens the student's understanding of elementary algebra topics. Specific topics stressed are factoring, applications, varying degree equations and inequalities, functions, systems of equations, irrational numbers, variation, an introduction to trigonometry, right triangle trigonometry, and the Pythagorean Theorem. A TI-84 CE graphing calculator is required.

ALGEBRA II HONORS WITH ADVANCED TOPICS (10)**1 credit**

This course is a continuation of Algebra I Honors. Minimal time is spent reviewing. Students are expected to have a firm grasp of elementary algebra topics coming into the course. Specific topics stressed are those in advanced algebra such as complex numbers, finding roots of polynomial equations, circular and right triangle trigonometry, and solving trigonometry equations. A TI-84 CE graphing calculator is required. **(Entrance into this class is by departmental invitation only.)**

COLLEGE READINESS MATHEMATICS (11 - 12)**1 credit**

The College Readiness Mathematics curriculum includes solving equations and inequalities, analyzing function behavior, including polynomial, rational, exponential and logarithmic and trigonometric functions. The course seamlessly transitions students from Advanced Algebra (Algebra II) to the rigor and pace of Precalculus and/or more advanced mathematics coursework. It is intended for students who want to strengthen their skill and fluency with advanced algebra topics in preparation for upper-level high school and college math requirements. **Prerequisites: Successful completion of Algebra II and departmental recommendation.**

PRECALCULUS HONORS (10 - 12)**1 credit**

Precalculus is designed to provide a foundation for the study of calculus. Topics covered are advanced algebra, analytic geometry, trigonometry, families of functions, advanced graphing techniques, matrices, determinants, and vectors. A TI-84 graphing calculator is required.

ADVANCED PLACEMENT (AP) PRECALCULUS (10 - 11)**1 credit**

AP Precalculus is a faster paced class for those students coming out of Algebra II with Advanced Topics looking to challenge themselves with an AP class and heading for AP Calculus AB or AP Calculus BC. Students must have an extensive grasp of the concepts in Algebra II with Advanced Topics, as this course covers all topics from Pre-Calculus Honors, and in addition, the basic concepts of limits, derivatives, and their applications. This course investigates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. A TI-84 CE graphing calculator is required. **(Entrance into this class is by departmental invitation only.)**

CALCULUS HONORS (11 - 12)**1 credit**

This course is designed for those students who desire the opportunity to study Calculus in preparation for a more formal and intensive course in college. Topics include limits and continuity, the derivative, techniques and applications for differentiation, integration together with techniques and applications for the integral calculus. A TI-84 CE graphing calculator is required. **Prerequisite: Successful completion of Precalculus.**

STATISTICS HONORS (11 - 12)**1 credit**

Statistics Honors includes the concepts and skills needed to apply statistical techniques in the decision-making process. Topics include: (1) descriptive statistics, (2) probability, and (3) statistical inference. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. A TI-84 CE graphing calculator is required.

ADVANCED PLACEMENT (AP) STATISTICS (11 - 12)**1 credit**

The AP statistics course is an intensive introduction to the major concepts and tools for collecting, analyzing and drawing conclusions from data. The course is divided into broad conceptual themes: exploring data, planning a study, anticipating patterns and statistical inference. The rigorous treatment of each topic is designed to meet the requirements as outlined in the AP Statistics guide. Students who successfully complete the course and AP examination may receive college credit and/or advanced placement for a one-semester introductory college statistics course. A TI-84 CE graphing calculator is required. **Prerequisite: Successful completion of Precalculus or Calculus.**

ADVANCED PLACEMENT (AP) CALCULUS AB (10 - 12)**1 credit**

This course is designed to meet the requirements of a one semester college calculus course. The following topics are studied: functions, analysis of graphs, limits, derivatives, applications of derivatives, integrals, and applications of integrals. A TI-84 CE graphing calculator is required. **Prerequisite: Precalculus (Entrance into this class is by departmental invitation.)**

ADVANCED PLACEMENT (AP) CALCULUS BC (11 - 12)

1 credit

This course is designed to meet the requirements of a two-semester college calculus course. It covers differential and integral calculus and all their applications. In addition, the following advanced topics are studied: infinite sequences and series, Taylor polynomials, the calculus of polar curves, parametric functions, and vector-value functions. A TI-84 CE graphing calculator is required. **Prerequisite: AP Calculus AB (Entrance into this class is by departmental invitation.)**

MULTIVARIABLE CALCULUS (11 - 12)

1 credit

This course is a study of Calculus and analytic geometry in two and three variables. Topics include parametric equations and vectors, solid geometry, partial differentiation, and multiple integrals. A TI-84 CE graphing calculator is required. **Prerequisite: AP Calculus BC (Entrance into this class is by departmental invitation only.)** Due to its advanced college-level curriculum, this course will receive a GPA weight of 1.0.

DIFFERENTIAL EQUATIONS (11 - 12)

.5 credit

This course is designed to solve problems in science and engineering using differential equations. Students in this course study various methods to solve differential equations. Topics include: the theory and methods of solutions of ordinary linear differential equations and systems of linear differential equations, power series solutions, Laplace transforms; functions, and their applications. A TI-84 CE graphing calculator is required. **Prerequisite: AP Calculus BC. (Entrance into this class is by departmental invitation only.)** Due to its advanced college-level curriculum, this course will receive a GPA weight of 1.0.

LINEAR ALGEBRA (11-12)

.5 credit

This course is a study of linear maps in finite dimensional vector spaces. Topics include linear systems, linear spaces, linear transformations, matrices, equivalence relations on matrices, Eigen values, and Eigen vectors. **Prerequisite: AP Calculus BC (Entrance into this class is by departmental invitation only.)** Due to its advanced college-level curriculum, this course will receive a GPA weight of 1.0.

SPORTS ANALYTICS HONORS (11-12)

.5 credit

Sports Analytics is a dynamic course that explores the use of data-driven strategies to analyze and understand sports performance. Students will learn foundational analytic techniques, including linear analysis, to uncover patterns and trends in player and team development. Through film study, statistical tracking, and real-world case studies, students will gain insight into how analytics influence coaching decisions and game strategy. Additionally, the course will introduce basic analytic software, including Excel and R, equipping students with essential skills to interpret and visualize sports data. This hands-on approach will prepare students to apply analytics in various athletic and professional settings.

SCIENCE DEPARTMENT

The goal of the Science Department is to prepare our students to connect science to their lives as well as the world around them. As they progress through the curriculum, the students will grow and develop in their understanding of scientific concepts and their ability to use the tools of science, math, and technology. Emphasis is placed on fostering curiosity, creative thinking, and problem-solving skills. Care is taken to address the learning styles of each student to ensure that all students are supported throughout the sciences. Canterbury students develop an awareness and understanding of scientific principles and acquire the ability to observe, investigate, and analyze natural phenomena. As Canterbury students acquire investigative skills, they become able to predict the outcome of an experiment based on previous experience and to analyze critically the results of this effort. As individuals who are equipped with these abilities and skills, Canterbury graduates are prepared to be knowledgeable citizens capable of leading the efforts to address community and global science issues.

The Science Department offers a balanced program emphasizing life, physical, chemical, and environmental sciences. In the Middle School program, the students are introduced to the sciences using age-appropriate texts, technology, and laboratory equipment. Upper School course work pursues more advanced concepts, methods, and laboratory techniques. All ninth-grade students take Biology in order to increase their awareness of living systems and the physical well-being of the individual. Following ninth grade, students are required to take one year of chemistry and one year of physics. Electives are available for students with special interests as well as college level (AP) courses for those students who have demonstrated the ability and motivation to study at a more advanced level.

BIOLOGY HONORS (9)

1 credit

This first-year course in biology seeks to instill an awareness of, and appreciation for, the natural world, to promote critical and independent thinking, and to encourage students to use what they learn to live responsibly. Topics include cellular biology, the form and function of animals and plants, human reproduction, genetics, and ecology. The course uses an evolutionary theme and covers the major topics in biology. Lab activities (group and individual) and dissections are used to create hands-on learning experiences.

BIOLOGY HONORS WITH ADVANCED TOPICS (9)**1 credit**

This first year course in biology seeks to instill an awareness of, and appreciation for, the natural world, to promote critical and independent thinking, and to encourage students to use what they learn to live responsibly. Topics include cellular/molecular biology, the form and function of animals and plants, human reproduction, genetics and ecology. The course uses an evolutionary theme and covers the major topics in biology. Lab activities (group and individual) and dissections are used to create hands-on learning experiences. As this course often serves as a stepping stone to Advanced Placement Biology, the course moves at a quicker pace than honors biology, goes in more depth into topics than honors biology and will periodically utilize resources from the Advanced Placement curriculum. **(Entrance into this class is by departmental invitation only.)**

CHEMISTRY HONORS (10 - 11)**1 credit**

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

CHEMISTRY HONORS WITH ADVANCED TOPICS (10 – 11)**1 credit**

This course is designed to be an advanced high school science course and should be considered a prerequisite for AP Chemistry. This rigorous course covers the basic principles of chemistry with an emphasis on the mathematical and laboratory component of chemistry. Quantitative and qualitative analyses in lab focus on developing technique and precision. The pace and depth of Chemistry with Advanced Topics requires a significant investment of time and effort. Problem-solving skills and critical thinking are reinforced throughout the year. **Prerequisite: Completion of or concurrent enrollment in Algebra II and Geometry. (Entrance into this class is by departmental invitation only.)**

PHYSICS HONORS (11-12)**1 credit**

This course is designed to familiarize the student with the major themes of classical physics. Topics include Newtonian mechanics, waves, sound, light, electricity, and magnetism. Emphasis is placed on conceptual understanding while using algebra, geometry and trigonometry for problem solving. Laboratory activities enhance the student's understanding of the topics and develop skills in measuring, predicting experimental outcomes, and analyzing results. **Prerequisites: Algebra II and Geometry.**

PHYSICS HONORS WITH ADVANCED TOPICS (10 - 12)**1 credit**

Offering a rigorous foundation that prepares students for success in AP Physics, the curriculum emphasizes problem-solving, mathematical reasoning, and conceptual understanding. This course includes all the topics listed for Physics but explores some topics in more detail and investigates additional ones. There are also additional laboratory activities and more difficult problems involving algebra, geometry, trigonometry and vectors. **Prerequisites: Algebra II and Geometry. (Entrance into this class is by departmental invitation only.)**

ADVANCED PLACEMENT (AP) BIOLOGY (10 - 12)**1 credit**

This course is for students who wish to pursue college-level studies in biology, while still in high school. This College Board certified course is designed to be the equivalent to a freshman college biology course taken by biology majors. The AP Biology curriculum increases the depth of knowledge students need to know about four big ideas: 1-The process of evolution drives the diversity and unity of life. 2-Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis. 3-Living systems store, retrieve, transmit and respond to information essential to life processes. 4-Biological systems interact, and these systems and their interactions possess complex properties. These concepts require the students to build on prior knowledge obtained in earlier coursework (9th grade biology and chemistry) and focus the learning environment around inquiry based science. **Prerequisites: Biology and concurrent enrollment in Chemistry (Entrance into this class is by departmental invitation only.)**

ADVANCED PLACEMENT (AP) CHEMISTRY (11 - 12)**1 credit**

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 fundamentals of chemistry and the skills of chemical mathematics involved in stoichiometry and chemical equilibrium. The very significant laboratory component of the course is designed to reinforce lecture topics, stimulate the student to apply the fundamentals of chemistry to new problem situations, and to develop the student's technical writing skills. Topics to be covered include stoichiometry; orbital theory; bonding; thermochemistry; kinetics; oxidation-reduction; gas phase and acid/base equilibrium; states of matter; solubility; organic chemistry (primarily nomenclature), photoelectric effect; spectroscopy; biochemistry; interstitial alloys; and chromatography. **Prerequisites: Biology, Chemistry, completion of or concurrent enrollment in Pre-Calculus. (Entrance into this class is by departmental invitation only.)**

ADVANCED PLACEMENT (AP) ENVIRONMENTAL SCIENCE (10 - 12)**1 credit**

This course is designed to be an introductory college course in environmental science, stressing scientific principles and analysis, with a laboratory component. Included, with less emphasis, is the study of environmental issues from a sociological and political perspective. The course provides students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, and to examine alternative solutions for resolving and/or preventing them. **Prerequisites: Open to all sophomores, juniors and seniors who have completed Biology and Algebra II and who have completed or are currently enrolled in Chemistry. Teacher approval is required.**

ADVANCED PLACEMENT (AP) PHYSICS 1 (10 - 12)**1 credit**

This rigorous course is equivalent to a first semester college course in algebra-based physics. The course covers Newtonian mechanics, including kinematics, forces, energy, momentum, circular motion and gravitation. No prior course work in physics is required for students to enroll in AP Physics One, but Honors Physics with Advanced Topics is strongly recommended. Students should have a strong background in math and science to attempt this course and a placement test may be utilized to assess readiness due to the more challenging laboratory activities, more difficult problems, and moves at a faster pace than Physics Honors. **Prerequisites: Completion of Algebra II and Geometry, Advanced Topics Physics OR passing score on placement exam. (Entrance into this class is by departmental invitation only.)**

ADVANCED PLACEMENT (AP) PHYSICS 2 (11 - 12)**1 credit**

This rigorous course is equivalent to a second semester college course in algebra-based physics. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics. **Prerequisites: Physics Honors or Advanced Placement Physics 1, completion or concurrent enrollment in Precalculus. (Entrance into this class is by departmental invitation only.)**

ADVANCED PLACEMENT (AP) PHYSICS C: MECHANICS (11-12)**1 credit**

AP Physics C:Mechanics is a calculus-based introductory college-level physics. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems in these topics: Kinematics, Forces and Translational Dynamics § Work, Energy, and Power, Linear Momentum, Torque and Rotational Dynamics, Energy and Momentum of Rotating Systems, Oscillations. **Prerequisites: AP Physics 1, completion of or concurrent enrollment in Calculus. (Entrance into this class is by departmental invitation only.)**

ADVANCED PLACEMENT (AP) PHYSICS C: ELECTRICITY & MAGNETISM (11-12)**.5 credit**

AP Physics C:Electricity and Magnetism is a calculus-based introductory college-level physics course. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems in these topics: Electric Charges, Fields, and Gauss's Law, Electric Potential, Conductors and Capacitors, Electric Circuits, Magnetic Fields and Electromagnetism Electromagnetic Induction. **Prerequisites: AP Physics 1, completion of or concurrent enrollment in Calculus and AP Physics C:Mechanics. (Entrance into this class is by departmental invitation only.)**

ANATOMY AND PHYSIOLOGY HONORS (11-12)**1 credit**

This course is a study of mammalian bodies equal to a college level class in human anatomy. Prior knowledge of cellular structure is essential because the course involves the microscopic study of the histological and histopathological structure of tissues in normal states and disease states. Basic chemistry must be known to be able to study the physiological of organs and organ systems. The first semester is comprised of approximately 80% or more of laboratory studies including extensive dissection of feline and canine specimens. Part of the student's grade is determined by their full engagement in all the labs, especially the dissections. Students not willing to dissect should reconsider whether to take this course. The second semester still involves labs but is more geared towards studying the functions or physiology of previously studied organ systems. **Prerequisites: Biology, Algebra II, Chemistry.**

BIOTECHNOLOGY AND RESEARCH I HONORS (10 - 12) Semester Course**.5 credit**

This course provides exploratory experience combining laboratory and real-life applications in the field of biotechnology. Skills include keeping accurate data records, performing serial dilutions, growing bacterial cultures in aseptic conditions, staining bacteria for observation under a microscope, completing plasmid purification, performing DNA analysis, and running both gel electrophoresis and PCR reactions. The primary goal of this class is to train students for the UF Biotechnician Assistant Credentialing Exam (BACE), which certifies them to work as a laboratory technician in an academic or professional setting. The course is primarily lab-based: there are no tests or final exams, so the majority of the course is based on performing quality lab work and submitting professional, thorough laboratory reports. **Prerequisites: Biology, completion of or concurrent enrollment in Chemistry**

BIOTECHNOLOGY AND RESEARCH II HONORS (10 - 12) Semester Course**.5 credit**

This course provides exploratory experience combining laboratory and real-life applications in the field of biotechnology. Skills include writing university-level lab reports, performing protein and DNA analysis, working aseptic lab conditions, and performing immunoassays for disease detection. The skills covered in this course have relevance in the forefront of medical technology, analytical biology, and general lab skills. This course culminates in a laboratory technician qualifying exam, the UF Biotechnician Assistant Credentialing Exam (BACE), that would allow students to work in a lab directly out of high school and provides a stellar resume item for any student interested in a STEM degree. **Prerequisites: Biology, completion of at least one semester of Chemistry; completion of Biotechnology I Honors**

EMERGING PATHOGENS HONORS (10-12) Semester Course**.5 credit**

This course will build on knowledge acquired during biology courses and focus on historical disease outbreaks as well as those that are currently influencing society. Students can expect to explore these topics through source-based discussions in class in combination with introductory and advanced lab techniques that investigate (via simulations) how diseases emerge in society and how they impact social, economic, scientific and ethical lenses. **Prerequisites: Biology Honors or Biology with Advanced Topics.**

EVERGLADES ECOLOGY HONORS (10-12) Semester Course**.5 credit**

Everglades Ecology is a multi-disciplinary (Biology, Chemistry, and Economics) project-based course covering the ecology of the Florida Everglades, Florida water quality, and the economics of conservation. Throughout the course students engage with the material through cooperative projects and hands-on laboratory activities. The curriculum combines general wetland ecology, conservation biology, experimental design, water quality testing, and economic issues that arise in the conservation of land. **Prerequisite: Biology.**

INTRODUCTION TO ORGANIC CHEMISTRY I HONORS (11-12) Semester Course**.5 credit**

This course will expand on the concepts explored in introductory biology and chemistry courses to provide a targeted experience designed to prepare students for university-level organic chemistry, widely considered one of the most challenging and rigorous courses available in an undergraduate program. Pre-medical, biology, biochemistry, chemistry, and some engineering degrees have an especially poignant need for the skills required to succeed in organic chemistry, and almost all of those skills can be introduced and developed in a high school setting. Functional group nomenclature, organic compound drawing/naming, aromaticity, resonance, hybridization, and practical synthesis are all essential skills that are difficult to master but extremely accessible to students at a high school level. This course will aim to prepare students for the majority of concepts required for an organic chemistry I class. The course will guide students through drawing & naming organic compounds; understanding the properties of the most common functional groups; depicting resonance, nucleophilic substitutions, and elimination reactions through the movement of electrons; and identifying/naming chiral compounds using three-dimensional thinking. Throughout the course, hands-on laboratory investigations will provide real-world tie-ins by allowing students to synthesize compounds such as aspirin, methyl salicylate (AKA wintergreen), and acetaldehyde (known for giving ripe fruits their scent). **Prerequisites: Chemistry (Honors, Advanced Topics, or AP), Algebra II**

INTRODUCTION TO ORGANIC CHEMISTRY II HONORS (11-12) Semester Course**.5 credit**

This course will build off of the fundamentals introduced in Introduction to Organic Chemistry I to give students a robust background that will prepare them for success in university-level organic chemistry. Students will apply their knowledge of functional group nomenclature, organic compound drawing/naming, aromaticity, resonance, hybridization, and practical synthesis to unpack and understand complex chemical reactions in both a theoretical and practical setting. The second semester of the course will apply this new toolset to teach students about the various reagents that can be used to transform chemical compounds into a desired, useful product, including the mechanisms and transition states involved in these reactions. Throughout the course, hands-on laboratory investigations will provide real-world tie-ins by allowing students to synthesize compounds such as aspirin, methyl salicylate (AKA wintergreen), and acetaldehyde (known for giving ripe fruits their scent). **Prerequisites: Chemistry (Honors, Advanced Topics, or AP), Algebra II, Organic Chemistry I**

MARINE BIOLOGY HONORS (10-12) Semester Course**.5 credit**

Marine Biology is an application based, ecological approach to the study of marine life. The curriculum leads students on a survey of marine life with emphasis placed on the interactions between the abiotic factors and the organisms. This research-based course focuses on field testing techniques and includes guest speakers and field trips to give students an opportunity to learn about careers in marine biology. Students benefit from a willingness to explore and a commitment to spend some time in the field outside of class. **Prerequisites: Biology Honors or Biology with Advanced Topics.**

FOUNDATIONS OF SCIENCE RESEARCH (9-12)**.5 credit**

Designed for rising 9th–12th graders, this fully online, eight-week summer course introduces students to essential research practices, ethics, safety standards and idea-generation strategies. Students receive guided instruction and direct feedback on the development of a feasible research question and research plan. By the end of the course, students will enter the school year

equipped with a finalized research plan and a complete materials list, providing them with ample time to execute their projects during the ISR class or independently.

INDEPENDENT SCIENCE RESEARCH HONORS (9 - 12) Semester Course

.5 credit

Independent Science Research (ISR) is a virtual (no in-person class time) fall-semester course that is required for all students who intend to participate in the science or engineering fair. ISR students design and carry out original research with the intent of competing at the Canterbury science fair at the conclusion of the course. Research usually falls into one of the following categories: life sciences, computer sciences, math sciences, physical sciences, psychological sciences, and engineering. Students will be guided through the process of designing, proposing, and executing a scientific research project that incorporates a comprehensive research plan, a display board, and a professional presentation to faculty, peers, and judges. Students are graded on their ability to produce genuine, meaningful, and scientifically rigorous work that complies with the deadlines required for the school and regional science fair. Student research will also be graded on creativity, scientific rigor, and how well it is communicated, and the students' presentation at the school science fair will take the place of a semester exam. **This course is an independent study, which requires departmental approval.**

HISTORY AND SOCIAL SCIENCES DEPARTMENT

A sound knowledge of the past and the ability to relate that knowledge to the present is essential to becoming a responsible citizen. At Canterbury, we hope to attain this goal by providing a varied and intellectually challenging social sciences program for students at all levels. In developing this goal, we feel a Canterbury student should achieve the following:

A general working knowledge of

- Physical and cultural geography with a concentration on their evolution and interaction.
- The evolution of Western Civilization and the impact it has had on various cultures.
- The major themes of American history from the Founding Fathers to the present.
- World history and comparative cultures.
- The “sciences” of psychology, economics, human geography and government.

These fundamental academic skills:

- Differentiating fact from opinion.
- Understanding the relationship between cause and effect.
- Being able to interpret various documents and offer an in-depth analysis of them.
- Being able to analyze and interpret historical and contemporary social problems.
- Being able to defend a position on a controversial issue using evidence from available sources.

These basic study skills:

- Note-taking.
- Ability to plan, write and revise a historical essay.
- Conveying ideas in both oral and written manner.
- Preparing for objective and subjective tests.
- Planning, writing, and completing research papers.
- Integrating technology into social sciences and humanities research.

The social sciences curriculum incorporates and meets Florida's Sunshine State Standards for social sciences and the standards set by the National Council for Social Sciences (NCSS) as well as the National Center for History in the Schools, the National Council for Economic Education, the Center for Civic Education, and the National Geographic Association.

Canterbury students are required to complete three years of study in history, including Ancient World History, Modern World History, and United States History to graduate.

With the approval of the department, students may opt to take AP Human Geography instead of Ancient World History, AP World History instead of Modern World History, and/or AP United States History instead of United States History. AP Human Geography, AP World History, and AP United States History also fulfill the requirements for graduation.

Products include the writing and staging of plays, the creation of documentaries, investigative reportage and qualitative research including interviews with well-known authors, politicians, and officers of social institutions of high standing.

ANCIENT WORLD HISTORY HONORS (9)

1 credit

This is a year-long course required for graduation. It is an interdisciplinary course of the study of ancient civilizations from pre-historic times to the beginnings of the 13th century C.E. Students actively engage in creating their own understanding of eras, cultures, and the dynamics of social change. Emphasis is placed on understanding the social, economic, and environmental forces that account for the rise and fall of civilizations. Equal emphasis is placed on the study of the intellectual and artistic heritage of civilizations and their relevance for understanding the present. The course helps students develop greater understanding of the dynamics of change that govern the evolution of human society. This understanding is advanced through a combination of

selective factual knowledge and appropriate analytical skills. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. “Periodization,” explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

MODERN WORLD HISTORY HONORS (10-12)

1 credit

This year-long course is required for graduation. It is an interdisciplinary course that involves students in an in-depth examination of the sweep of world history from the times of the European Renaissance circa 1300 C.E. to the present day. It focuses on interaction between and within societies (trade systems, war, political and economic organization, ideology, and social structure). Its objective is to trace the historical evolution of the contemporary global system of inter-regional and international relations from its earliest foundations to its contemporary structure. It places special emphasis on the examination of the development of technology and the interaction between technology, economy, polity, intellectual currents, and social conditions as they combine to form the engine of historical change.

ADVANCED PLACEMENT (AP) WORLD HISTORY (10-12)

1 credit

This is a year-long elective course. This course fulfills the world history requirement for graduation. The purpose of this course is to develop greater understanding of the evolution of global processes such as the development of the modern world system of international relations that binds together the world’s regions and states. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks such as the legal framework provided by international law, and their causes and consequences. Finally, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage as we experience it today. (Admission to this class requires approval by the department.)

UNITED STATES HISTORY HONORS (11-12)

1 credit

This is a course required for graduation. It covers the history of North America from the earliest times to the present day with an emphasis on the post 1776 era. It is an interdisciplinary course that examines the effect of social and environmental forces on historical change. Socio-economic, political and environmental change are examined and analyzed on the basis of theories of history that enable the student to acquire appropriate expertise in historiography and historical narrative. Students examine the major turning points in American history beginning with the events leading up to the American Revolution, the origins of the U.S. Constitution, reform movements, Manifest Destiny, the Civil War and Reconstruction, the impact of the frontier, the changing nature of business and government, World War I, the Great Depression, World War II, the growth of the United States as a world power, the Cold War and the struggle to achieve class, ethnic, racial, and gender equality. The course extends to the present day. Contemporary world issues such as globalization, economic interdependence, terrorism, and world cultures also factor into the analysis of international conflict and cooperation.

ADVANCED PLACEMENT (AP) UNITED STATES HISTORY (11-12)

1 credit

This course fulfills the United States History requirement for graduation. Students in this college level course examine the historical development of the United States. They review primary source materials, as well as the various historical interpretations of individual events. In relation to this course, the College Board states the following: “The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. [Thus students] develop the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format.” (Admission to this class requires approval by the department.)

ADVANCED PLACEMENT (AP) BUSINESS WITH PERSONAL FINANCE (10 - 12)

1 credit

AP Business with Personal Finance 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\$tart Coalition for Personal Financial Literacy. AP Business with Personal Finance is part of the AP Career Kickstart™ group of courses which offer high school students the opportunity to earn employer-endorsed credentials that validate professional skills and meet industry needs.

ADVANCED PLACEMENT (AP) COMPARATIVE GOVERNMENT AND POLITICS (10 – 12)

1 credit

This course introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. It illustrates the rich diversity of political life to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking. Careful comparison of political systems produces useful knowledge about the policies countries have effectively initiated to address problems, or, indeed, what they have done to make things worse. In addition to covering the major concepts that are used to organize and interpret what we know about political phenomena and relationships, the course covers specific countries and their governments.

Six countries form the core of the AP Comparative Government and Politics course: China, Great Britain, Mexico, Nigeria, Russia, and Iran. The inclusion of Iran adds a political system from a very important region of the world and one that is subject to distinctive political and cultural dynamics. By using these six core countries, the course can move the discussion of concepts from abstract definition to concrete examples. (Admission to this class requires approval by the department.)

ADVANCED PLACEMENT (AP) EUROPEAN HISTORY (11-12)

1 credit

In addition to providing students with a sense of chronology, this course seeks to immerse them in the social, political, religious, intellectual, technological, and economic forces that have driven the history of Europe since 1300 C.E. As it prepares them for the Advanced Placement Exam, this course develops their assessment and interpretive skills, map-reading skills, and their ability to communicate arguments and ideas through spoken and written word. More importantly, this class provides students with the information and issues that are necessary for them to become informed and cultured global citizens. The course surveys the turbulent flow of the waves of technological and economic revolutions, scientific breakthroughs, political upheavals, and intellectual currents that swept Europe in the last 700 years. (Admission to this class requires approval by the department.)

ADVANCED PLACEMENT (AP) HUMAN GEOGRAPHY (9 -12)

1 credit

In this year-long elective course, students study the dynamic and complex relationships between peoples and the world that they inhabit. The course provides students with the geographical tools and concepts needed to understand the complexity of places and regions and the interaction between human and physical environments. It enables students to appreciate the interconnections between their own lives and those of people in other parts of the planet. The main objective of the course is the analysis and understanding of the interdependence of places, regions and peoples in a globalizing world. It offers an intellectual foundation that enables a life-long and a life-sustaining geographical imagination. (Admission to this class requires approval by the department; **for freshmen, it is by invitation only.**)

ADVANCED PLACEMENT (AP) MACROECONOMICS (10 - 12)

1 credit

Advanced Placement Macroeconomics is a theoretical introduction to the structure of the national economy and the world economy. It presents a model of explanation of how the national economy functions within the context of the global economy. The major objective is to enable students to develop an understanding of how the government and major economic institutions such as the Federal Reserve System reach decisions regarding economic policies, which aim to maintain economic stability while creating the conditions for full employment and sustained economic growth. Effective studying of macroeconomic principles will help students to analyze the effectiveness of such policies and to critique them. Students who reach a deep understanding of macroeconomic principles can appreciate the history of international economic relations in the modern era and are able to gain a new perspective on the challenges of global inequality, sustainability, and the struggle for economic development. (Admission to this class requires approval by the department.)

ADVANCED PLACEMENT (AP) MICROECONOMICS (10 - 12)

1 credit

Advanced Placement Microeconomics studies the principles of economic behavior that prevail in the process of production and distribution of goods and services. Both processes require the utilization of society's limited and scarce resources and the distribution of such resources amongst competing users. Students who take this course analyze the logic of the methods of production and distribution that preserve economic freedom while at the same time maximize economic efficiency. Students address and answer the essential question: What principles of economic behavior establish an optimal allocation of resources – one that maximizes benefits to society and minimizes costs? In doing so, students analyze and critique government policies and the function of regulatory institutions that seek to preserve economic stability and to maximize economic welfare. (Admission to this class requires approval by the department.)

ADVANCED PLACEMENT (AP) PSYCHOLOGY (11 - 12)

1 credit

This is a year-long elective course. AP Psychology is designed to further students' knowledge in psychology leading to the Advanced Placement exam. It explores systematic and scientific study of behavior and the mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub-fields such as research methods, biological bases of behavior, cognition, development, learning, personality, mental and physical health, and social psychology. (Admission to this class requires approval by the department.)

ADVANCED PLACEMENT (AP) U.S. GOVERNMENT AND POLITICS (11 - 12)

1 credit

This course provides students with an analytical perspective on government and politics in the United States. It discusses theories of government and politics and offers an in-depth analysis of the political philosophy and the social theories which underpin the structure of the constitutional foundation of the American democratic polity. The course describes the structure and functions of social and political institutions that distribute and wield political power. It analyzes processes by which public policy decisions are reached. Investigation focuses on the determinants of public policy including the structure of America's polity and the composition of social forces that set limits to it. Judicial tradition and legal custom are described and analyzed in delineating the role and scope of government. Public policy is assessed regarding its effectiveness and the course generates a critique of successes and failures of policies at local, state, national, and international level of governmental engagement. (Admission to this class requires approval by the department.)

APPLIED PSYCHOLOGY HONORS (9 - 10)**.5 credit**

The Applied Psychology course will foster the knowledge and facilitate the application of psychological research findings to encourage students to solve practical problems of human behavior and experience. Students will study the structure and function of the human brain in addition to how it has evolved over time. They will apply their knowledge of the brain and current research in the field to develop new and creative ideas such as community programs and policies that aim to improve society and the lives of those around them. This course will cover topics such as exercise, sleep, stress, and emotions. Students will also explore current research in the realm of positive psychology and will learn how to apply scientifically validated strategies to lead more satisfying lives.

ENTREPRENEURSHIP I HONORS (9-12)**.5 credit**

This semester-long course explores all aspects of the creation of a new venture from idea through startup, growth, and beyond. Students have an authentic entrepreneurship experience and learn what it takes to start a company or entrepreneurial venture. Students collaborate and explore ideas as they create and fully develop their own product or service. Students will learn how to evaluate opportunities, develop strategies, create a business plan, and acquire financing for a new venture. In this course students will develop a business plan for a new venture.

ENTREPRENEURSHIP II HONORS (9 - 12)**.5 credit**

In this semester-long course, students continue their entrepreneurship experience of learning what it takes to start their own company or entrepreneurial venture. They also learn more in depth foundational business models. At the end of the semester, student teams present their idea(s) to a group of “investors” who select the winning team. Additionally, each team will identify and define the business, service or app project that is pitched at the FGCU Entrepreneurship competition. Prerequisite: Entrepreneurship I

INDEPENDENT SOCIAL SCIENCE AND HISTORY RESEARCH HONORS (9-12)**.5 credit**

This is an elective course. Students in grades 9-12 and the Independent Social Sciences Research Coordinator set the time needed for the completion of the research projects. Students research topics in history in preparation for participation in the Florida History Fair. Students are also invited by the Department of History and the Social Sciences to research special topics including criminal justice, business conditions analysis, resources sustainability and environmental degradation. This invitation is extended by the department to students who have demonstrated excellence in academics and who show a particular interest in historical and social inquiry as means of furthering the common good. Research does not focus exclusively on the writing of research papers.

INTRODUCTION TO ECONOMICS HONORS (9-10)**.5 credit**

This honors-level, survey course will introduce students to the fundamental subject of economics. Students will be exposed to topics in both macro and microeconomics in preparation for courses in business and/or more advanced courses in economics. The course will apply various economic concepts and apply them to real-world business and finance situations. Students will begin the course studying consumer theory, producer theory and decision making. Subsequent units will then focus on the behaviors of overall economies through actions such as monetary policy, fiscal policy, and international trade.

INTRODUCTION TO GOVERNMENT HONORS (9-12)**.5 credit**

The primary focus of this course will be to present and discuss a clear image of the United States government as a democracy. The course will provide essential elements of the power of the government and its limitations through the text and academic discussions of domestic and foreign issues that threaten or enhance our political system. Reiterating the basic concepts of the three branches of government, constitutional interpretation, and recognition of civic participation, students will examine historical issues that have shaped, restricted, or compromised our liberties. It is hoped that through this scrutiny, students will be able to understand the flexibility of the Constitution and the influence of citizens to propose change, while at the same time deduce that our Constitution is a pragmatic belief system that has endured because our traditions and policies ensure that through continuing education it remains relevant.

INTRODUCTION TO SOCIOLOGY HONORS (9-12)**.5 credit**

This course will introduce students to sociological principles that will help them in their efforts to understand the workings of society. The course is divided into four units of study: Introduction to Sociology and Research Methods, the Individual in Society, Social Inequality and Social Issues, and Social Institutions. Students will use the research theories that they learn to explore both historical and contemporary social issues. Students will also be encouraged to closely examine different theories and use those theories to develop their own sociological imagination. In doing so, they will be able to make connections between their own lives and larger societal issues.

SPORTS PSYCHOLOGY HONORS (9-12)**.5 credit**

This course will introduce students to the topic of sports psychology and allow them to apply the concepts to their own lives or to the life of any athlete. Some of the topics that will be covered in this class include stress in sports, mental toughness, emotions,

coping techniques, and being part of a team. By learning about the psychological factors behind sports performance, students will be able to develop strategies to improve themselves and their athletic performance.

LEADERSHIP AND SERVICE HONORS (9-12)

.5 credit

Leadership and Service challenges students to become purposeful, collaborative leaders who communicate effectively, make strong decisions, and create meaningful impact. Students will engage with identity, followership, communication, culture, resilience, and service while applying these skills through sustained mentorship of middle and lower school students over the course of the semester.

SUCCESS PRINCIPLES HONORS:

LEADERSHIP, ETHICS, AND COMMUNICATION FOR THE 21ST CENTURY (10 – 12)

.5 credit

Success Principles asks students to examine the essential skills needed to have a meaningful and successful life. Through discussion, reflection, engagement, and feedback, students examine ethical decision making, emotional intelligence, financial literacy, communication, and leadership as skills that can be learned and practiced. Emphasis is also given to the fundamentals of public speaking, debate, and presentation. **This course is a graduation requirement.**

WORLD LANGUAGES DEPARTMENT

The Canterbury World Languages Department supports the Standards for Foreign Language Learning in the 21st Century, our National Standards, by promoting a program which provides students with a wealth of curricular experiences, leading to the use of the target language to communicate effectively in a variety of contexts and in culturally appropriate ways. We encourage students to develop their skills within the three communicative modes—interpersonal (personal interaction in written and oral formats), interpretive (understanding written and oral texts) and presentational (one-way communication in written and oral formats).

As the study of world languages is a cumulative endeavor, all but the entry level courses require departmental approval for promotion. For students currently enrolled in our program, promotion is based upon daily performance as well as on the level of mastery demonstrated on the cumulative final exam. Students with a C- or lower for the year-end grade will be asked to do review work over the summer before progressing into the next level in the World Language sequence. Lastly, students new to Canterbury will be placed in the appropriate language course based upon results of placement testing and/or teacher interview.

AMERICAN SIGN LANGUAGE I HONORS (9-12)

1 credit

This beginning-level course provides a general introduction to American Sign Language with emphasis on foundational vocabulary, fingerspelling, number usage, sentence formation, and functional communication in everyday contexts. Students are introduced to Deaf cultural norms, values, and community identity. The course integrates receptive and expressive skills to develop basic communicative competence. **(Entrance into this class is by departmental invitation only.)**

AMERICAN SIGN LANGUAGE II HONORS (10-12)

1 credit

This advanced beginning to intermediate course builds upon the communication skills developed in ASL I. Students expand expressive and receptive proficiency through increased vocabulary, spatial grammar, classifiers, role-shifting, and narration of past and present events. Cultural instruction expands to include Deaf identity, community organizations, and historical milestones. **Prerequisites: American Sign Language I and departmental recommendation.**

AMERICAN SIGN LANGUAGE III HONORS (11-12)

1 credit

This intermediate-level course strengthens and expands communicative fluency through complex sentence structures, in-depth classifier use, role-shift narration, and discourse-level signing. Students explore advanced communicative themes including health, environment, education, employment, and Deaf societal issues. **Prerequisites: American Sign Language II and departmental recommendation.**

AMERICAN SIGN LANGUAGE IV HONORS (12)

1 credit

This intermediate-advanced course offers students the opportunity to refine linguistic accuracy, fluency, and stylistic control in ASL. Emphasis is placed on advanced narrative structures, rhetorical devices, formal presentations, and interpretation of authentic Deaf media. Students analyze current events and Deaf cultural discourse. **Prerequisites: American Sign Language III and departmental recommendation.**

CHINESE I HONORS (9-12)

1 credit

Chinese I Honors is an introductory course for students with no prior background in Mandarin Chinese. The ACTFL Proficiency

Guidelines will supply the basic pedagogical framework for this and other Chinese courses. Students learn the sound system of Mandarin through pinyin, develop foundational vocabulary and grammar, and begin recognizing high-frequency Chinese characters. Instruction emphasizes meaningful communication on familiar topics such as greetings, personal information, school life, and daily routines. Cultural learning is integrated to introduce students to practices and perspectives of Chinese-speaking communities. Students can use memorized words and phrases to exchange basic information. They can greet others, introduce themselves, answer simple questions, and understand very simple, clearly spoken Mandarin with repetition and visual support. They can recognize familiar words, phrases, and expressions related to practiced topics when listening to short, simple spoken texts, and can recognize a limited number of characters, simple words, and familiar phrases in short, highly supported texts such as labels, captions, or short dialogues. By the end of Chinese I Honors, students can communicate basic meaning in predictable, supported contexts, reaching an ACTFL Novice Low proficiency target.

CHINESE II HONORS (9-12)

1 credit

Chinese II Honors expands students' communicative abilities by increasing vocabulary, sentence complexity, and character recognition, aiming for an ACTFL proficiency target of Novice Mid. In Chinese II, students engage in short conversations about daily life, preferences, experiences, and simple descriptions. Continued attention is given to pronunciation accuracy, listening comprehension, and cultural understanding. Students can participate in short conversations using simple sentences. They can ask and answer questions about familiar topics such as hobbies, schedules, food, and family, and can understand basic responses in routine exchanges. Students can understand the main idea and some details of short, clearly spoken utterances related to everyday situations when speech is slow and supported by context. They can read and understand short texts composed of familiar characters and structures, including brief narratives, messages, and dialogues. By the end of Chinese II Honors, students show growing independence in comprehension and begin to recombine language to express original meaning. **Prerequisite: Chinese I and departmental recommendation**

CHINESE III HONORS (10-12)

1 credit

Chinese III Honors focuses on moving students from sentence-level communication toward more connected discourse. Students expand their ability to describe events, compare ideas, and narrate in simple terms. Reading and listening activities increase in length and complexity, and students develop greater cultural insight through authentic materials adapted for learners. Students can handle short social interactions across a variety of familiar topics using strings of simple sentences. They can express opinions, describe experiences, and ask follow-up questions, though pauses and rephrasing may be needed. Students can understand the main idea and several details in longer spoken narratives or dialogues related to familiar topics, even when visual support is limited. They can read and understand short paragraphs composed of high-frequency characters and common sentence patterns, identifying main ideas and some supporting details. By the end of Chinese III Honors, students demonstrate emerging proficiency in sustained communication and are prepared to move from Novice High to the Intermediate range of language proficiency. **Prerequisite: Chinese II and departmental recommendation**

CHINESE IV HONORS (10-12)

1 credit

Chinese IV Honors emphasizes functional, real-world communication and increased linguistic accuracy. Students engage in sustained conversations, interpret longer authentic texts, and express ideas with greater detail and clarity. Cultural study focuses on perspectives and social practices, encouraging students to interpret meaning beyond surface-level information. In speaking/listening students can participate in conversations on familiar and some unfamiliar topics, asking and answering questions, narrating events in present and past time frames, and resolving simple communicative challenges. In terms of listening, students can understand the main idea and key supporting details in interviews, short lectures, and media segments related to everyday and academic themes. They can read and understand longer texts with multiple paragraphs, including adapted authentic materials, identifying main ideas, supporting details, and inferred meaning. By the end of Chinese IV Honors, students function comfortably at the Intermediate Low to Mid level and are prepared for advanced study. **Prerequisite: Chinese III and departmental recommendation**

CHINESE V HONORS (11-12)

1 credit

Chinese V is an advanced course for students with strong communicative foundations. Emphasis is placed on refining accuracy, expanding vocabulary, and developing greater sophistication in speaking, listening, and reading. Students will gain greater ability to appropriately use Chengyu (4 to 8 character proverbs), reduplication of verbs, and manner-of-action phrases, thus lending more sophistication and accuracy to their expression of ideas and opinions. Students engage with authentic texts, participate in extended discussions, and produce more organized spoken and written discourse across a range of topics. In interpersonal communication, students can sustain conversations and discussions on concrete and abstract topics, express opinions with supporting reasons, and handle unexpected communicative situations with relative ease. In listening students can understand extended spoken discourse, including narratives and explanations, recognizing tone, intent, and supporting details. They can read authentic texts such as articles, short stories, and informational passages, understanding main ideas, details, and cultural references. Chinese V prepares students for college-level language study and serves as a bridge to advanced academic performance in Mandarin. **Prerequisite: Chinese IV and departmental recommendation.**

ADVANCED PLACEMENT (AP) CHINESE LANGUAGE AND CULTURE (11-12)

1 credit

AP Chinese Language is a rigorous, college-level course aligned with the College Board's AP curriculum and assessment. The course emphasizes advanced literacy, interpretive depth, and presentational precision, using a large number of slightly modified

authentic materials. Students develop the ability to analyze, synthesize, and respond to spoken and written texts while demonstrating cultural understanding across a wide range of themes. Students in this course can participate in extended, spontaneous conversations, support opinions with examples, clarify meaning, and adjust language for different audiences and purposes. Students can understand complex spoken narratives and dialogues, analyzing argument, tone, and cultural perspective. They can deliver organized oral and written presentations using appropriate register, cohesive structure, and accurate language, consistent with AP performance expectations. AP Chinese prepares students for success on the AP Chinese Language and Culture Exam and for advanced academic and professional use of Mandarin. **Prerequisite: Chinese IV or V Honors. (Entrance into this class is by departmental invitation only.)**

FRENCH I HONORS (9 - 12)

1 credit

French I Honors is an introductory course designed to develop students' communicative competence in French across the three modes of communication, Interpretive, Interpersonal, and Presentational, using the American Council on Teaching Foreign Languages Proficiency Guidelines as a framework. By the end of this course, students will speak and listen in the target language by comprehending and exchanging basic information related to everyday topics such as greetings, personal information, daily activities, and familiar objects. They will participate in simple, highly practiced conversations using memorized phrases and short sentences, relying on repetition and contextual support to convey meaning. Students will read and write by interpreting short, simple texts such as messages, descriptions, signs, and brief narratives on familiar topics. They will produce written communication using strings of sentences to express basic needs, preferences, and descriptions, demonstrating increasing control of high-frequency vocabulary, simple grammatical structures, and cultural conventions of the Francophone world. Instruction emphasizes meaningful communication, cultural understanding of the Francophone world, and the development of strategies to support comprehension and expression. This course lays the foundation for continued language study and increased proficiency in French.

FRENCH II HONORS (9 - 12)

1 credit

French II Honors builds on foundational language skills developed in French I Honors, and further develops students' communicative competence in French through the three modes of communication, Interpretive, Interpersonal, and Presentational, using the American Council on Teaching Foreign Languages Proficiency Guidelines as a framework. By the end of the course, students will speak and listen by understanding and participating in conversations on familiar and uncomplicated topics such as school, leisure activities, family, and immediate needs. Students will demonstrate emerging use of simple past expressions, with strings of sentences and recombined language to ask and answer questions, exchange information, and express basic opinions, though speech may still include pauses and reliance on familiar structures. In reading and writing, students move beyond isolated sentences to comprehend and produce highly predictable content areas and personal information. Students write to narrate and describe in present and sometimes past time frames, showing growing control of high-frequency vocabulary, core grammatical structures, and text organization. Instruction continues to emphasize meaningful communication, cultural perspectives of the Francophone world, and the use of strategies to negotiate meaning and support comprehension. This course prepares students for increased independence in language use and continued progression toward intermediate-level proficiency in French. **Prerequisite: French I and departmental recommendation**

FRENCH III HONORS (10-12)

1 credit

French III Honors expands students' communicative competence in French and strengthens their ability to function independently across the three modes of communication, Interpretive, Interpersonal, and Presentational, using the American Council on Teaching Foreign Languages Proficiency Guidelines as a framework. By the end of the course, students will demonstrate Intermediate Low proficiency in speaking and listening and Intermediate Mid proficiency in reading and writing. In the listening and speaking modes, students understand and participate in conversations on familiar and some concrete topics related to daily life, community, travel, and personal experiences. Students will create with language using strings of sentences to ask questions, share information, narrate in present and past time, and express opinions, although accuracy and complexity may vary. In the reading and writing modes, students interpret and produce a range of connected texts of increasing length and complexity. Students will comprehend paragraph-length texts and write organized, cohesive paragraphs to narrate, describe, and explain across time frames. Their writing demonstrates greater control of vocabulary, grammatical structures, and cohesion, with emerging ability to elaborate and support ideas. Instruction emphasizes sustained communication, deeper cultural understanding of the Francophone world, and the strategic use of language to negotiate meaning. This course prepares students to engage more confidently in extended discourse and to continue developing toward higher levels of intermediate proficiency in French. **Prerequisite: French II and departmental recommendation**

FRENCH IV HONORS (11-12)

1 credit

French IV Honors is an advanced intermediate course that further refines students' ability to communicate effectively in French across the three modes of communication, Interpretive, Interpersonal, and Presentational, using the American Council on Teaching Foreign Languages Proficiency Guidelines as a framework. By the end of the course, students will demonstrate Intermediate Mid proficiency in speaking and listening and Intermediate High proficiency in reading and writing. In the listening and speaking modes, students engage in sustained conversations on familiar, concrete, and abstract topics such as personal goals, social issues, cultural practices, and events. Students will communicate with greater ease and spontaneity, narrating and describing in multiple time frames and expressing opinions with emerging detail, though breakdowns may still occur in more complex situations. In the reading and writing modes, students will interpret and produce longer and more complex texts. They will comprehend main ideas and supporting details in a variety of authentic and adapted texts and will write multi-paragraph compositions to narrate, describe, and explain with increasing cohesion and elaboration. Their writing will show strong control of

high-frequency vocabulary with growing accuracy and emerging stylistic awareness of more sophisticated grammatical structures. Instruction emphasizes extended discourse, critical engagement with Francophone cultures, and the strategic use of language to clarify meaning and support communication. This course prepares students for the transition to advanced-level language tasks and continued study of French beyond the intermediate range. **Prerequisite: French III and departmental recommendation**

FRENCH V HONORS (11-12)

1 credit

French V Honors is an advanced, rigorous course designed to refine students' communicative competence in French through sustained and nuanced use of the language across the three modes of communication, Interpretive, Interpersonal, and Presentational, using the American Council on Teaching Foreign Languages Proficiency Guidelines as a framework. By the end of the course, students will demonstrate Intermediate High level proficiency in speaking, listening, reading, and writing. In the listening and speaking modes, students will engage in extended, spontaneous conversations on a range of concrete and abstract topics aligned with Advanced Placement themes: Families and Communities, Language and Culture, Art and Creativity, Science and Technology, Contemporary Life and Global Contexts. Students will narrate, describe, and explain in multiple time frames, support opinions with reasons and examples, and participate actively in discussions, though occasional breakdowns may occur when addressing unfamiliar or highly abstract content. In the reading and writing modes, students interpret and produce complex texts drawn from authentic and adapted sources, including articles, short literary works, media, and informational texts connected to AP themes and special topics based on student interest. Students will write cohesive, multi-paragraph texts that synthesize information, analyze perspectives, and present supported arguments, demonstrating strong control of high-frequency vocabulary and grammatical structures with increasing precision and elaboration. Instruction emphasizes analytical thinking, in-depth cultural comparison, and strategic language use to negotiate meaning and clarify intent. Through thematic exploration and student-driven inquiry, this honors-level course prepares students for the demands of advanced language study at the post-secondary level, the Advanced Placement course, and real-world communication beyond the classroom. **Prerequisite: French IV and departmental recommendation**

ADVANCED PLACEMENT (AP) FRENCH LANGUAGE AND CULTURE (11-12)

1 credit

AP French Language and Culture is an advanced course designed to develop students' ability to communicate with confidence and sophistication in French across the three modes of communication, Interpretive, Interpersonal, and Presentational, using the American Council on Teaching Foreign Languages Proficiency Guidelines as a framework. By the end of the course, students will demonstrate Advanced Low proficiency in speaking, listening, reading, and writing and will be prepared to sit the French AP exam in May. In the listening and speaking modes, students engage in sustained, spontaneous interactions on a wide range of concrete and abstract topics. Students will participate in discussions, interviews, and formal and informal presentations aligned with the six AP themes: Families and Communities, Language and Culture, Art and Creativity, Science and Technology, Contemporary Life and Global Contexts. Students will narrate and describe in all major time frames, explain viewpoints, and support opinions with detail, demonstrating growing control of organization, precision, and register. In the reading and writing modes, students will interpret and produce a variety of authentic texts, including journalistic articles, essays, literary excerpts, audio and visual media, and informational sources connected to the six themes. Students will write well-organized, multi-paragraph compositions that analyze perspectives, synthesize information from multiple sources, and present coherent arguments. Writing reflects strong control of advanced vocabulary and grammatical structures, with emerging sophistication in style and cohesion. Instruction emphasizes critical thinking, cultural comparison, and strategic language use to interpret meaning, clarify intent, and address communicative challenges. This course prepares students for success on the AP French Language and Culture Exam and for continued development toward higher levels of advanced proficiency in academic and real-world contexts. **Prerequisite: French IV or V Honors. (Entrance into this class is by departmental invitation only.)**

SPANISH I HONORS (9 - 12)

1 credit

Spanish I introduces students to the foundations of Spanish language and culture through meaningful communication and comprehensible input. Using the ACTFL Proficiency Guidelines, this course emphasizes growth across listening, speaking, reading, and writing. Students will understand key words, familiar phrases, and simple sentences related to everyday personal and social topics, interpreting short and predictable messages one phrase at a time. In speaking, students use memorized words and short phrases to answer simple questions about themselves and familiar topics. Students will read key words, cognates, and familiar phrases in predictable texts such as descriptions, schedules, and short narratives. In writing, students produce familiar words, lists, and short phrases to convey limited information about themselves and everyday topics, with accuracy strongest when using practiced structures. Students acquire foundational grammar for speaking. The course prepares students to communicate in meaningful ways while building confidence and readiness for higher levels of Spanish study.

SPANISH II (9 - 12)

1 credit

Spanish II builds upon the foundations of Spanish I or Middle School Spanish. Using the ACTFL Proficiency Guidelines, this course emphasizes growth across listening, speaking, reading, and writing. By the end of the course students will have the vocabulary and grammar to write on the basic topics of daily life and to understand phrase-length speech, one phrase at a time, in basic personal and social contexts. Students will be able to read key words and cognates with relative ease across a range of texts. Students will converse on many familiar topics for survival and needs in a Spanish speaking setting. **Prerequisite: Spanish I and departmental recommendation**

SPANISH II HONORS (9 - 12)**1 credit**

Spanish II Honors builds on the foundation of Spanish I or Spanish C (Middle School). Using the ACTFL Proficiency Guidelines, this course emphasizes growth across listening, speaking, reading, and writing. In addition to the skills of Spanish II, students in this honors course will be challenged to derive meaning from connected texts of any length and to understand sentence-length speech in basic personal and social contexts. This course is designed in alignment with the AP honors Spanish path. **Prerequisite: Spanish I and departmental recommendation**

SPANISH III HONORS (10 - 12)**1 credit**

Spanish III Honors builds upon the foundation established in Spanish II or II Honors and focuses on developing students' ability to communicate in Spanish with increasing independence. Using the ACTFL Proficiency Guidelines, this course emphasizes growth across listening, speaking, reading, and writing. Students strengthen speaking and writing skills by creating simple sentences and short connected discourse, asking and answering questions, and participating in conversations on familiar, concrete topics. Emphasis is also placed on understanding spoken and written Spanish. Students interpret the main idea and key details from texts and audio related to everyday situations and cultural themes. Cultural study is integrated throughout the course and may include storytelling and legends of the Spanish-speaking world, artistic and cultural expressions, healthy and balanced lifestyles, environmental responsibility, and the impact of digital tools on communities. Instruction prioritizes meaningful communication and real-world language use. **Prerequisite: Spanish II and departmental recommendation**

SPANISH IV (10 – 12)**1 credit**

Spanish IV is a practical, communication-focused, project-based course designed for students who want to continue their Spanish journey and strengthen their communication skills for real-life use without the intensive academic demands and rigor of a Pre-AP course. The class emphasizes conversational fluency, everyday vocabulary, and cultural awareness, helping students prepare for bilingual career opportunities and use Spanish confidently in authentic settings. Students will continue developing speaking, listening, reading, and writing skills through interactive activities, role-plays, projects, and real-life scenarios. Special topics will include daily life and community interactions, industries, travel, sports, bilingual career opportunities, and other topics of student interest. This course prepares students to use Spanish confidently in authentic situations.

SPANISH IV HONORS (10 – 12)**1 credit**

Spanish IV Honors is an advanced language course designed to strengthen students' ability to communicate confidently and effectively in Spanish while deepening their understanding of complex grammatical structures and authentic cultural content in preparation for Spanish AP courses. Using the ACTFL Proficiency Guidelines, this course emphasizes growth across listening, speaking, reading, and writing. Students listen with confidence to sentence-length speech in familiar contexts and begin to follow longer spoken passages. Continued growth focuses on expanding advanced vocabulary across a wider range of topics and developing greater awareness of oral structure. In reading, students fully understand short, non-complex texts on everyday themes and can interpret narration and description with some gaps. Progress is supported by increasing vocabulary knowledge, strengthening understanding of text structure, and applying writing conventions to interpret more sophisticated passages. In speaking, students communicate comfortably in social situations and can narrate and describe in most major time frames. By the end of Spanish IV Honors, students demonstrate increased linguistic precision, cultural understanding, and readiness for advanced study or real-world application of Spanish, including AP Spanish. **Prerequisite: Spanish III and departmental recommendation**

SPANISH V HONORS (11 - 12)**1 credit**

This course introduces students to more complex grammatical structures along with a more in-depth study of the history, politics, social and economic issues of Hispanic countries. Students have the opportunity to analyze films, literary selections and authentic texts to further develop their vocabulary and cultural understanding. Students increase their language proficiency through a variety of oral presentations, written assignments, projects and debates. **Prerequisite: Spanish IV and departmental recommendation**

ADVANCED PLACEMENT (AP) SPANISH LANGUAGE AND CULTURE (11-12)**1 credit**

This advanced course is designed to develop students' ability to communicate with confidence and sophistication in Spanish. By the end of the course, students will demonstrate proficiency in speaking, listening, reading, and writing across the six AP themes: Families and Communities; Contemporary Life; Beauty and Aesthetics; Personal and Public Identities; Science and Technology; and Global Challenges. Students will engage in a variety of communicative tasks aligned with the AP Spanish Language and Culture Exam, including interpretive print and audio multiple-choice questions, cultural comparisons, an email reply, simulated conversations, and essay writing. Students will participate primarily in informal communication and some formal tasks, discuss current events and community issues, use paragraph-length discourse in the past, present, and future, and apply circumlocution strategies to maintain communication. Students will develop the ability to understand short narrative and descriptive texts with clear structure, identifying main ideas and supporting details using background knowledge and context. They will also comprehend texts with basic structures and high-frequency vocabulary, gaining meaning from both familiar topics and new content. In writing, students will compose paragraph-length summaries, write across all time frames, and communicate clearly enough to be understood by native speakers in most academic and real-world contexts. This course prepares students for success on the AP Spanish Language and Culture Exam in May and supports continued development toward higher levels of advanced proficiency. Instruction is conducted primarily in the target language. **Prerequisite: Spanish IV Honors. (Entrance into this**

class is by departmental invitation only.)

ADVANCED PLACEMENT (AP) SPANISH LITERATURE AND CULTURE (12)

1 credit

AP Spanish Literature provides students with an experience equivalent to an introductory college-level literature course in Spanish. Students engage in the formal study of a representative selection of works from Peninsular Spanish, Latin American, and U.S. Hispanic authors, exploring literary movements, historical contexts, and cultural perspectives across centuries. The course develops students' proficiency in Spanish through interpersonal, interpretive, and presentational communication while supporting the five goal areas of communication, cultures, connections, comparisons, and communities outlined in the national standards for language learning. Students understand long narratives, detailed descriptions, and complex factual information, and they begin to derive meaning from unfamiliar topics and recognize inferences about the speaker. In reading, students interpret extended narrative and descriptions. In speaking, students communicate with accuracy and detail across all time frames, organize structured arguments, form hypotheses, and use communication strategies and intonation effectively. In writing, students produce well-developed analyses, narrations, and explanations with precision, varied syntax, and a broad range of vocabulary, and they begin to construct arguments and hypotheses with clarity. Grammar is not explicitly taught in this course; instead, grammatical concepts are referenced only as needed to support literary analysis. **Prerequisite: Spanish IV or V Honors. (Entrance into this class is by departmental invitation only.)**

COMPUTER SCIENCE DEPARTMENT

Computer Science classes at Canterbury School provide both training in basic computer-based applications as well as advanced theory-based topics. AP-level courses are also offered to develop critical thinking and problem-solving skills through the study of data abstraction and organization, algorithms, and object-oriented programming. Additionally, semester classes are offered to provide students with opportunities to explore cutting edge computer science topics. Courses are individualized and most involve student-selected projects. The curriculum is predicated upon the value of furthering literacy and fluency in information processes as well as teaching habits of the mind that will grow exponentially throughout formal schooling and beyond.

ADVANCED PLACEMENT (AP) COMPUTER SCIENCE PRINCIPLES (10-12)

1 credit

AP Computer Science Principles introduces students to the foundational ideas of computing through real-world applications, creativity, and problem-solving. Students explore computational thinking, algorithms and programming, data and information, computer systems and networks, cybersecurity, and the global impact of computing. The course emphasizes creativity, collaboration, and problem-solving over language-specific syntax, though our course uses Python 3 to teach these concepts. This course is designed to prepare students for the College Board AP Exam in the spring. **Prerequisite: Algebra I**

ADVANCED PLACEMENT (AP) COMPUTER SCIENCE A (11-12)

1 credit

AP Computer Science A is a year-long, college-level course focused on programming in Java and the fundamental principles of object-oriented software development. Students learn how to design, implement, analyze, and test computer programs using industry-standard practices. The course emphasizes problem-solving and algorithmic thinking, object-oriented programming (OOP), data structures, code readability and documentation, and debugging and program analysis. By the end of the course, students are prepared to take the AP Computer Science A Exam and pursue further studies in computer science, software engineering, and related fields. **Prerequisite: AP Computer Science Principles**

ADVANCED PLACEMENT (AP) CYBERSECURITY (11-12)

1 credit

AP Cybersecurity is a year-long 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. Content and skills taught in the course align with the professional skills outlined in the National Initiative for Cybersecurity Education Workforce Framework. **Prerequisite: AP Computer Science Principles**

ENGINEERING HONORS (10-12) Semester Course

.5 credit

Engineering is a high school-level survey course of engineering that exposes students to the major concepts that they will encounter in a post-secondary engineering course of study. Students have an opportunity to investigate the different fields of engineering by tackling actual problems engineers face. The course gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem-solving skills based upon engineering concepts. **Prerequisites: Algebra 1 and Geometry**

GAME DEVELOPMENT I HONORS (9-12)**.5 credit**

Game Development I Honors is a project-based, semester-long course that introduces students to game design theory, creative development, and introductory programming through both physical board games and digital games created in GameMaker Studio. Students explore: Why people play games, what defines a game, what makes a game “good”, and core game design principles. Students then apply these ideas by designing, pitching, prototyping, testing, and refining an original board game, complete with a rulebook. In the second quarter, students transition into electronic game development using GameMaker Studio. They learn basic coding concepts (sequencing, selection, iteration), simple object-oriented ideas, game mechanics and level design, debugging and playtesting, and so much more.

GAME DEVELOPMENT II HONORS (9-12)**.5 credit**

Game Development II Honors is an advanced, project-based course that builds on foundational game design and programming skills introduced in Game Development I. Students work in-depth with GameMaker Studio, focusing on advanced engine features, structured programming practices, and professional game development workflows. Students will learn advanced GameMaker concepts by recreating World 1-1 from Super Mario Bros. through guided instruction. This process emphasizes direct instruction paired with incremental challenges to reinforce technical mastery. In the second quarter, students apply their skills by designing and developing an original digital game of their choosing. Students create a Game Design Document (GDD), maintain a Project Journal, conduct peer playtesting, and iterate toward a polished vertical slice of their game. The course emphasizes technical depth, design intentionality, iteration, documentation, and reflection, closely mirroring real-world game development practices. **Prerequisite: Game Development I**

GAME DEVELOPMENT III HONORS (10-12)**.5 credit**

Game Development III Honors is an advanced, project-based course in which students apply the game design, programming, and development skills learned in previous courses to three-dimensional (3D) game environments. Students select one professional game engine to study in depth: Godot, Unity, or Unreal Engine. In the first quarter, students focus on learning their chosen engine through official documentation, tutorials, and guided exploration, with an emphasis on: 3D environments, camera systems, physics, player controllers, and assets and lighting. Students regularly showcase their progress through demonstrations and short presentations. In the second quarter, students use their engine knowledge to design and build a core game mechanic and a polished portion of a 3D game of their choice. Students also create a complete tutorial walkthrough explaining how their game works and how it was built. Frequent peer playtesting and tutorial reviews are used to improve both the games and the clarity of student documentation. The course emphasizes independent learning, technical mastery, documentation, iteration, and professional communication. **Prerequisite: Game Development II**

INTRODUCTION TO CODING HONORS (9-12)**.5 credit**

This course will offer a starting point for anyone interested in learning what coding is all about without the pressure of end-of-course exams. Students will develop an understanding of programming logic and “how to think like a programmer” using control structures, Boolean logic, iteration, computational thinking, and more. Throughout the course, students will develop various mini-games and/or interactive stories, as well as program a virtual robot to execute commands. **Prerequisite: Algebra I.**

INTRODUCTION TO ROBOTICS HONORS (9-12) Semester Course**.5 credit**

The objective of this course is to introduce students to the field of robotics and stimulate their interests in science and engineering through the participation of the entire engineering design process. This course covers a variety of multidisciplinary topics necessary to understand the fundamentals of designing, building, and programming robots. During this course, students will be required to gradually complete the design and construction of a robot using the Vex Robotic System kit and following the constraints and objectives for competing on the final project demonstration.

WEB DEVELOPMENT I HONORS (9-12)**.5 credit**

Web Development I Honors is an introductory course that explores how modern web pages are created using HTML5 and CSS3. Students learn how websites are structured, styled, and organized, with an emphasis on semantic HTML for meaningful structure, internal and external CSS, proper file structure and naming conventions, relative vs. absolute linking, and basic web design theory (color, fonts, layout, usability). Throughout the course, students complete guided lessons and hands-on challenges to apply their skills. By the end of the course, students create functional, well-structured, and visually organized web pages that follow industry-style conventions. The course emphasizes clean code, organization, design principles, and problem-solving while building a foundation for more advanced web development.

WEB DEVELOPMENT II HONORS (9-12)**.5 credit**

Web Development II Honors builds on the foundational skills developed in Web Development I Honors by introducing students to more advanced tools, workflows, and concepts used in modern front-end development. Students learn SCSS (Sass) as a CSS preprocessor to create modular, reusable, and maintainable stylesheets. They are challenged to design and implement more complex layouts using professional design patterns. Students use FrontendMentor.io to practice building real-world web

components and layouts from design mockups, strengthening both their technical and visual design skills. The course introduces HTML Forms at a high level, focusing on structure, input types, validation, and how data is sent (without server-side processing). Students also begin learning JavaScript, enabling them to create dynamic, interactive web pages. To simulate real-world development workflows, students use GitHub for version control, project management, and free web hosting. By the end of the course, students are capable of building responsive, styled, and interactive web projects using modern tools and best practices.

Prerequisite: Web Development I

ARTS DEPARTMENT

The Arts are essential in education for they provide students with the means to think, feel, and understand the world around them in ways unique and distinct from other academic disciplines. The Arts satisfy a human need to create, interpret, understand, enjoy, and express human experience. These skills have been recognized as necessary to lifelong success.

The Arts build self-esteem and confidence by making students aware of their abilities, creating opportunities for students to be successful. The Arts emphasize and develop the creative and intuitive nature of the whole child.

The *Canterbury Arts Honor Society (CAHS)*, is designed to bridge both the Visual and Performing Arts and to reflect and recognize the outstanding commitment and excellence of our Upper School artists. Students accepted to the CAHS program will declare an Arts concentration in one of the following: Visual Arts, Music, Theatre, or Media Production. An interdisciplinary concentration may also be possible. Students in the CAHS are required to take 3 credits to complete the program. 2.5 full credits in their chosen area of concentration with the option of completing the other .5 credit of this requirement from another Arts discipline. Students must maintain a GPA of 3.5 in all Arts curriculum classes and demonstrate proficiency in their chosen area of concentration. Furthermore, students should maintain a minimum GPA of 3.0 in all other core classes while enrolled in the Canterbury Arts Honor Society. Additionally, CAHS students will be evaluated at the end of each year to ensure they are on track and meeting the standards of their chosen track. Students will work closely with a mentor from the Arts faculty throughout their involvement in the CAHS program.

Current information about the program is available through the school website. Application forms will be accepted in the Fall (for the current year) and in the Spring (for the following year). Forms are available from the Arts Department.

ADVANCED PLACEMENT (AP) MUSIC THEORY (11-12)

1 credit

AP Music Theory is a course designed to develop student skills in music theory and analysis, composition, arranging, and aural cognition. Upon completion of the course, students are prepared to take the AP Music Theory Exam. Students who plan to major in music in college may be able to enroll in advanced music theory, depending on individual colleges' policies toward AP courses. **No previous experience in music classes required.**

GUITAR BASICS (9-12) Semester Course

.5 credit

Guitar Basics is a one-semester course for students with no guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar at a beginning level. Students will work on beginner music theory, finger mechanics, rhythm, melody, chords, and building their listening skills to excel in music. Students will be provided with a 3/4 acoustic guitar during class, but it is highly recommended that students have their own instrument to practice at home.

JAZZ BAND (9-12) Full Year

1 credit

The Jazz Band is open to any student interested in studying and performing music in jazz idiom. Students will be working on selections ranging from all subgenres of jazz, focusing primarily on swing and latin styles. The Jazz Band is a major performing ensemble and participation in all rehearsals, concerts, and festivals is required. Additionally, all students are expected to perform with the school's Pep Band and Drumline respectively as needed. **Students will have required rehearsals and concerts outside of the school day.**

MODERN BAND (9-12) Full Year

1 credit

The Modern Band is a performing ensemble that is similar to a rock band. While no prior experience is required, it is extremely helpful as the students are expected to learn songs at a rigorous pace. Students in this ensemble will play one or more of the following instruments: Electric Guitar, Electric Bass, Ukulele, Piano and Drums. Students will perform several different genres of music and also explore music composition. This is a year long course, but it can be a semester if necessary based on the student. **Students will have required rehearsals and concerts outside of the school day.**

WIND ENSEMBLE (9-12) Full Year

1 credit

The Wind Ensemble is open to any students interested in playing in a traditional Concert Band setting. While prior experience on an instrument is highly encouraged, a student can participate with no prior experience. Students will explore and perform music ranging from several genres and difficulty levels based on the ability level of the ensemble. The Wind Ensemble is a major performing ensemble, and participation in concerts, festivals, and assemblies is required. All Band students are required to

participate in the school's Pep Band and Drumline respectively. **Students will have required rehearsals and concerts outside of the school day.**

THEATRE ARTS 1 (9-12) Semester Course

.5 credit

Theatre Arts is designed to spark student interest and appreciation of the subject of theatre. This semester course will focus on three main parts: 1- Defining drama and theatre and learning how plays are structured; 2- Learning about the jobs of various theatre artists and how they collaborate to create a production; and 3- Includes instruction on the history and development of drama. Students will read and analyze plays and contribute to the mounting of the mainstage fall production. Attendance at some after school performances is required.

ACTING THEORY (9-12) Semester Course

.5 credit

Open to all students who have taken Theatre 1 and wish to continue their study of acting and performance. **Acting Theory is a performance-based class.** Students in this course will move far beyond the fundamentals of acting to do in-depth character studies for roles. Actors in this course must be willing to attempt a variety of approaches to acting and demonstrate how styles vary according to the period in which the pieces were produced. Students will perform in solo and ensemble presentations culminating in a showcase of their best performance efforts for an audience. Actors in this course must be willing to attempt a variety of approaches to acting and demonstrate how styles vary according to the period in which the pieces were produced. Costume choices and makeup techniques will be explored. Attendance at some after school performances is required. **Prerequisite: grade of B or higher in Theatre I**

THEATRE 2 (10-12)

1 credit

This course is designed to help the student build on their foundation and knowledge of the theatre. Students will focus on four main areas: 1) theatre as a business; 2) theatrical audiences and criticism; 3) theatrical architecture and space; and 4) history and development of drama. **Prerequisite:** For students who have completed Theatre 1 (or equivalent).

THEATRE 3 (11-12)

1 credit

This course is designed to help the student build on their foundation and knowledge of the theatre. Students will focus on four main areas: 1) theatre as a business; 2) theatrical audiences and criticism; 3) theatrical architecture and space; and 4) history and development of drama. **Prerequisite:** For students who have completed Theatre 2 (or equivalent).

THEATRE 4 (12)

1 credit

This course is designed to help the student build on their foundation and knowledge of the theatre. Students will focus on four main areas: 1) theatre as a business; 2) theatrical audiences and criticism; 3) theatrical architecture and space; and 4) history and development of drama. **Prerequisite:** For students who have completed Theatre 3 (or equivalent).

THEATRE SET DESIGN (9-12)

.5 credit

Theatre Set Design and Construction introduces students to the basics of theatrical set design and construction. Students learn how scenery supports storytelling while gaining hands-on experience with design concepts, basic construction techniques, and safe tool use. Emphasis is placed on creativity, collaboration, problem-solving, and working as part of a production team.

ADVANCED PLACEMENT (AP) ART AND DESIGN (11-12)

1 credit

Through studio practice, application of design concepts, and informed decision making, students in Advanced Placement Art and Design will assemble a body of artwork that demonstrates a high level of quality and growth over time of content, technique, and process. The course emphasizes art making as an ongoing process that involves the student in informed and critical decision making, enabling students to develop mastery in concept, composition, and execution of drawing, 2-D design, or 3-D design. The students create sustained investigations (a body of related artwork) based on compelling themes of their own choosing. The students write about their artwork, their chosen themes and their work process. In early May, the students will submit digital images of their body of work to the College Board (along with sending selected physical works to the College Board))for grading and possible college credit. Entrance into the course is by departmental invitation only.

AP ART HISTORY (11-12)

1 credit

The AP Art History course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop in-depth, 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, developing understanding of individual works and interconnections across history.

CERAMICS I / II (9-12) Semester Course**.5 credit**

In Ceramics I & II, Students explore a range of creative ceramic possibilities through hand-building in clay. The projects include a range of functional, sculptural and decorative designs. Students explore a variety of methods for painting, glazing, and/or staining their work. The elements of art and the principles of design are essential components of the class. Projects are linked to the study of specific artists and art movements.

COLLAGE (9-12) Semester Course**.5 credit**

In this course students produce a variety of projects incorporating collage techniques. The students will develop artwork based on themes, creating pieces that are both two and three dimensional. Additionally, each student will develop and keep a visual journal throughout the semester in which they can explore the class themes, as well as work independently. Emphasis will be placed on achieving unity in each work of art while coordinating the use of a wide range of materials. Artists studied will include Pablo Picasso, Joseph Cornell, Marcel Duchamp, Hannah Hoch, Romare Beardon and Robert Raushenberg.

COMMUNICATION DESIGN (9-12) Year Course**1 credit**

In Communication Design, the students engage in the art of visual storytelling, combining aspects of journalism with the principles of design to create a visually engaging and dynamic yearbook. This course delves into journalistic writing, reporting, style, editing, and various elements of the publication process. Students learn the basic skills to create our school yearbook, The Lair, through the usage of yearbook software, layout, and design.

COMPUTER ART (9 - 12) Semester Course**.5 credit**

Graphic art is a large area for students to explore in today's fast paced world. Art students who wish to pursue commercial art must be able to produce their creations on a computer. This course uses Adobe Photoshop to incorporate photography, text, drawing, and painting into an electronic form for reproduction. The elements of art and the principles of design are essential components of the class. Projects are linked to the study of specific artists, art movements, products, brands and formats, such as CD cover art and packaging design.

COMPUTER ART II (9 - 12) Semester Course**.5 credit**

The purpose of this course is to enable students to further develop knowledge of visual communication concepts and graphic design techniques via Adobe Photoshop. Final presentations must reflect knowledge of the elements of art and principles of design. **Prerequisite: semester grade of B or higher in Computer Art I.**

COUGARVISION CINEMA (9-12) Fall Semester**.5 credit**

CougarVision Cinema provides a hands-on approach that explores film and documentary pre-production, production, and post-production through an innovative curriculum that challenges students to think in a global context, seeing themselves as agents of change and inspiration. The students will learn film history and cinematography concepts that would allow students to identify opportunities to produce short films, edit documentaries, and do special projects that will enter local, national, and international festivals and competitions.

COUGARVISION PODCAST (9-12) Spring Semester**.5 credit**

CougarVision Podcast provides a hands-on approach that explores the art of public speech by using your voice and a mic as the main drivers to interact and engage with your audiences locally and globally. You'll use new technology, mics, and digital resources to produce and edit your final podcasts. You'll learn to research, write, lead projects, and identify and present your guests' most significant stories. Students will learn and problem-solve the challenges of producing a podcast through a dynamic program that will help them think creatively, gain confidence, improve their listening comprehension skills, and enhance their voice recognition. Students will produce interview-based, narrative, and solo podcasting. The students' production will enter local, national, and international festivals and competitions.

COUGARVISION MULTIMEDIA AND BROADCASTING (9-12)**.5 credit**

CougarVision Multimedia and Broadcasting teaches students how to effectively use multimedia platforms and digital media to produce newscasts, commentate, broadcast sports, and shoot photos during games, special events, and media days. This hands-on, project-based class allows students to develop leadership, teamwork, writing, visual and analytical skills. This course will also collaborate with other teams, such as our communications, admissions, athletics, and academics departments, to produce hype videos, marketing messages, and creative announcements to be shown during athletic events and through our CougarVision Vimeo channel.

DIGITAL PHOTOGRAPHY (9-12) Semester Course**.5 credit**

The purpose of this course is to enable students to develop fundamental skills and creative approaches in photographic imagery, processes, and techniques. The content will include, but not be limited to, the following: use of all types of digital cameras, types and functions of cameras, elements of art and principles of design, art and photography vocabulary, use of light, exposure and composition, digital processing using Adobe Photoshop, and presentation techniques.

DIGITAL PHOTOGRAPHY II (9-12) Semester Course**.5 credit**

The purpose of this course is to enable students to further develop their creative approaches in photographic imagery and explore more advanced Adobe Photoshop techniques. The topics covered are the same as those covered in Digital Photography I, but at a more advanced level. **Prerequisite: semester grade of B or higher in Digital Photography I.**

DRAWING I / II (9-12) Semester Course**.5 credit**

In Drawing I & II, the students explore drawing through a range of techniques including blocking, contour drawing, and shading. Assignments transition from nonobjective projects to drawings created in the representational manner including still life, portraiture, and figure drawing. Media include pencil, color pencil, oil and soft chalk pastels, conté crayon, and ink. The elements of art and the principles of design are essential components of the class. Projects are linked to the study of specific artists and art movements.

FILM STUDIES I (9-12) Semester Course**.5 credit**

In Film Studies I students will learn how to critically analyze and interpret movies, by learning the vocabulary associated with film and using this vocabulary when discussing or writing about films. Our survey will span the history of film from its beginnings to the present.

FILM STUDIES II (10-12) Semester Course**.5 credit**

Students build upon skills learned in Film Studies I with emphasis on deeper analysis of a variety of film genres not viewed in the previous class. Assignments and assessments include script analysis, director analysis, and film scene writing. **Prerequisite: Film Studies I**

PAINTING I / II (9 - 12) Semester Course**.5 credit**

In Painting I & II, the students explore watercolor, acrylic and oil painting on paper, canvas board, and/or stretched canvas. The basics of color mixing and painting techniques are demonstrated, studied and practiced. The elements of art and the principles of design are essential components of the class. Projects are linked to the study of specific artists and a variety of themes.

DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION

All students are required to obtain one credit in Physical and Health Education during their high school years. There are two ways to fulfill this requirement. Students may take the online Healthy Living course (.5 credit) AND online Principles of Movement course or any on-campus PE class (.5 credit), **OR** they may enroll in the 1 credit HOPE course through Florida Virtual School and complete both sections. These options may not be combined. **Students may enroll in only one PE class per semester.**

ATHLETIC INJURY PREVENTION AND REHABILITATION (11 - 12)**.5 credit**

This one-semester course will offer a comprehensive exploration of sports-related injuries, focusing on prevention strategies and rehabilitation techniques. Students will gain a deep understanding of the human body's biomechanics and physiology as they relate to sports performance and injury prevention. Students will discover career paths in sports medicine, including physical therapy, orthopedics, chiropractic care, and other fitness professions. This course is led by a Doctor of Physical Therapy at Orthopedic Center of Florida and will take place at their Fort Myers clinic. Students must be able to drive or provide their own transportation to and from the clinic during the school day. This course fulfills the .5 credit PE requirement for graduation.

HEALTHY LIVING (9-12) ONLINE COURSE**.5 credit**

This semester-long online course provides high school students with a comprehensive understanding of personal health, wellness, and healthy lifelong behaviors. Students explore physical, mental, emotional, and social health, including human body systems, nutrition, healthy habits, sleep, disease prevention, mental health, and safety topics required by the Florida Department of Education. This course fulfills the .5 credit Health requirement for graduation.

HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION (9-12) *Florida Virtual School Course* **1 credit**

Your path to lifelong fitness starts with this course as you set a variety of goals that guide you toward leading a healthy lifestyle. During your journey, you perform daily physical activity, design a personal fitness plan that suits your interests and keep track of your fitness progress. Your exercise and nutrition are monitored by the use of a personalized wellness plan. Students can register for HOPE at <https://www.flvs.net>. Registration instructions can be found on Cougar Campus.

INTRODUCTION TO SPORTS MEDICINE (11 - 12) **.5 credit**

This one semester course will provide an overview of sports medicine, focusing on the gold-standard principles, practices, and techniques used in the prevention, assessment, treatment, and rehabilitation of sports-related injuries. Led by our athletic trainer, each session will combine classroom instruction with hands-on practical exercises to provide a comprehensive understanding of the most common athletic injuries. Students will assist with preparing for competitions and assisting the athletic trainer during some games. This course is designed for students with a passion for sports and fitness. Whether your goal is to compete at the highest level, pursue a career in sports medicine, or simply lead a healthy and active lifestyle, Introduction to Sports Medicine will set you on the path to success. This course fulfills the .5 credit PE requirement for graduation.

PRINCIPLES OF MOVEMENT (9-12) ONLINE COURSE **.5 credit**

This online Physical Education course is designed for high school students and focuses on foundational movement principles, mobility, flexibility, body mechanics, and lifelong physical fitness. A core intention of this course is to provide adaptable, inclusive, and personalized movement experiences. Each lesson includes modifications, progressions, and safe alternatives that support students at all mobility levels, ensuring everyone can successfully engage regardless of physical limitations, current fitness level, or experience. The course aligns with Florida Physical Education standards, emphasizing the development of strength, agility, flexibility, movement skills, stamina, and lifelong fitness habits. This course fulfills the .5 credit PE requirement for graduation.

SPEED AND AGILITY (9 - 12) **.5 credit**

This course is designed to help students move with purpose, power, and precision. Through progressive training cycles, students develop the foundational qualities that fuel success in every sport: acceleration, top-end speed, multidirectional movement, reactive agility, and total-body coordination. This course fulfills the .5 credit PE requirement for graduation.

STRENGTH AND CONDITIONING (9 - 12) **.5 credit**

This course takes your fitness to the next level with small group/individual training sessions. You will obtain the knowledge and skills needed to create personalized workouts with individual progression perfect for any fitness level and to create and complete personalized sport specific training programs. The course offers traditional weight and cardiovascular training along with challenging your body with circuit training, plyometrics, and stability training. Students will also be encouraged in developing a growth mindset and positive behaviors for a healthy and active lifestyle. This course fulfills the .5 credit PE requirement for graduation.

INTRODUCTION TO SPORTS MANAGEMENT HONORS (9-12) **.5 credit**

This course introduces students to the dynamic field of sports management, covering essential topics such as event planning, marketing strategies, team operations, and leadership in sports. Students will explore the business side of sports, gaining insights into how athletic programs, leagues, and events are managed. Through hands-on activities, case studies, and project work, students will develop the skills needed to succeed in the sports industry. This class provides a strong foundation for those interested in pursuing a career in sports management or related fields.

LEADERSHIP IN SPORTS AND BEYOND HONORS (9-12) **.5 credit**

Throughout this course, students will engage in a variety of activities, discussions, and real-world applications that challenge them to reflect on their values, aspirations, standards, weaknesses, and strengths. By developing leadership skills, understanding mental performance strategies, and building resilience, students will learn how to tackle challenges in both their athletic and personal lives. Emphasis will be placed on the importance of identity formation beyond the athlete label, allowing students to discover and embrace their full potential as individuals, team players, and leaders in any environment. The course will also explore various career opportunities within the sports industry, including fields such as sports management, sports psychology, coaching, and athletic administration.

STANDARDIZED TESTS

In preparation for entrance into colleges and universities, Upper School students may encounter as many as four distinct sets of standardized tests - PSAT, SAT, ACT, AP - in applicant evaluation. Since these are the same nationally, they frequently serve as standards, giving admissions officers an immediate frame of reference when comparing applicants' preparation for college. While some institutions use all available tests/scores equally, many place different values on the various tests. The role any one standardized test plays in the admission process can and often does vary from one post-secondary institution to another, making the task of explaining their importance more difficult than expected. Students with lower test scores should remember the significance of other aspects of the application, i.e., the transcript, essays, extracurricular involvement, etc. Students with high scores should keep in mind that perhaps their scores may be below the average of enrolled students at very selective schools. For some students, who secure excellent grades throughout the academic year, standardized testing fails to reflect the excellence of daily schoolwork. In this case, where test scores fall below a student's ability, it is important to act quickly to prepare for upcoming standardized tests. The best time for an SAT or ACT preparation course, or daily regimen of individualized practice, is December-March of the junior year. The scores of the PSAT should act as a catalyst for preparation if they do not accurately reflect your potential. Even students with excellent and reflective scores can benefit from the practice, strategy and familiarization that come with preparation for the SAT or ACT. All scores are reported to the Upper School Head, Director of College Guidance, and Registrar.

Upper School Standardized Testing

FRESHMEN:

The PSAT 8/9 is a test produced by the College Board and specifically designed for high school freshmen. Since all tenth and eleventh graders at Canterbury School take the traditional PSAT/NMSQT (Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test), the PSAT 8/9 provides excellent practice for the standardized tests our students encounter in the tenth through twelfth grades. As the titles make clear, all these exercises are strictly preliminary. They offer students a valuable opportunity to gain first-hand experience with formal standardized testing before encountering the Scholastic Assessment Test (SAT) later in their high school career.

SOPHOMORES:

The PSAT is truly a practice test. It is a preliminary to a preliminary. The College Board allows schools to administer the PSAT to tenth graders for the sole purpose of providing additional practice in test-taking techniques. Results from this test, interesting though they may be, are not reviewed by the National Merit Scholarship Corporation, nor are they entered in any formal record. They serve the student--and the student alone--in the initial steps in planning for life beyond high school.

JUNIORS:

The PSAT remains a practice test, yet also automatically enters the student in the National Merit Scholarship Competition. The junior year PSAT results also provide a reliable predictor as to future scores on the SAT. Put your PSAT results to good use by examining the results and arranging for SAT preparation and practice in areas of the test that could use improvement.

Additional information about both the PSAT 8/9 and PSAT/NMSQT is available on the College Board's websites:
<http://www.collegeboard.org> and <https://collegereadiness.collegeboard.org/about>.

Bright Futures Eligibility and Award Information by High School Graduation Year*

(The Florida Legislature reviews the program each year and is authorized to change eligibility and funding requirements for future years.)

Students High School Graduation Year	Required SAT/ACT Score to Earn FAS Award	Required SAT/ACT Score to Earn FMS Award	Initial Eligibility Year (1st academic year after high school graduation)	Number of FAS/FMS hours of Funding Available	Number of Years to Reinstate an Initial Award
2026-27	1330 SAT/29 ACT	1190 SAT/ 24 ACT	2027-28	100% of program of study	Within 2 years of high school graduation

*Visit www.floridastudentfinancialaidsg.org for complete chart

UPPER SCHOOL CURRICULUM - SCOPE AND SEQUENCE 2026/27

CURRICULUM	Grade 9	Grade 10
ENGLISH	English I (1)	English II (1) AP Seminar (1)
MATHEMATICS	Algebra I (1) Geometry or Geometry with Advanced Topics (1)	Geometry or Geometry with Advanced Topics (1) Algebra II or Algebra II with Advanced Topics (1) Precalculus or AP Precalculus (1) AP Calculus AB (1)
SCIENCE	Biology or Biology with Advanced Topics (1) Independent Science Research (.5)	Chemistry or Chemistry with Advanced Topics (1) AP Biology (1) AP Environmental Science (1) Physics with Advanced Topics (1) Science Electives (.5)
HISTORY & SOCIAL SCIENCE	Ancient World History or AP Human Geography (1) History & Social Science Electives (.5)	Modern World History or AP World History (1) History & Social Science Electives (.5) AP Comparative Government (1) AP Human Geography (1) AP Macroeconomics (1) AP Microeconomics (1) AP U.S. Government (1)
WORLD LANGUAGES	Chinese I and II (1) French I, II and III (1) Spanish I and II (1) American Sign Language I (1)	Chinese II and III (1) French II, III and IV (1) Spanish I, II, III and IV (1) American Sign Language I and II (1)
COMPUTER SCIENCE	Computer Science Electives (1 or .5)	Computer Science Electives (1 or .5)
PHYSICAL EDUCATION	Healthy Living (.5) or HOPE (1) PE Electives (.5)	PE Electives (.5)
ARTS	Arts Electives (1 or .5)	Arts Electives (1 or .5)
		Success Principles (.5)

CURRICULUM	GRADE 11	GRADE 12	Diploma Requirements	Recommended
ENGLISH	English III or AP English Language and Composition (1) AP Seminar (1) or AP Research (1)	English IV or AP English Literature (1) AP Research (1)	4 credits	4 credits
MATHEMATICS	Algebra II (1) College Readiness Mathematics (1) Precalculus or AP Precalculus (1) Calculus (1) AP Calculus AB (1) AP Calculus BC (1) Statistics or AP Statistics (1)	College Readiness Mathematics (1) Precalculus (1) Calculus Honors (1) AP Calculus AB (1) AP Calculus BC (1) Multi-Variable Calculus (1) Statistics or AP Statistics (1)	3 or 4 credits	4 credits
SCIENCE	Chemistry (1) Physics or Physics with Advanced Topics or AP Physics 1 (1) AP Physics 2 (1) AP Physics C (1) AP Biology (1) AP Chemistry (1) AP Environmental Science (1) Anatomy & Physiology (1) Science Electives (.5)	Physics or AP Physics 1 (1) AP Physics 2 (1) AP Physics C (1) AP Biology (1) AP Chemistry (1) AP Environmental Science (1) Anatomy & Physiology (1) Science Electives (.5)	3 credits	4 credits
HISTORY & SOCIAL SCIENCE	U.S. History or AP U.S. History (1) History & Social Science Electives (.5) AP Comparative Government (1) AP European History (1) AP Human Geography (1) AP Macroeconomics (1) AP Microeconomics (1) AP Psychology (1) AP U.S. Government (1)	U.S. History or AP U.S. History (1) History & Social Science Electives (.5) AP Comparative Government (1) AP European History (1) AP Human Geography (1) AP Macroeconomics (1) AP Microeconomics (1) AP Psychology (1) AP U.S. Government (1)	3 credits	4 credits
WORLD LANGUAGES	Chinese III and IV (1) French III, IV and V (1) Spanish II, III, IV, V and AP Spanish Language (1) American Sign Language II and III (1)	Chinese IV, V and AP Chinese (1) French IV, V and AP French Language (1) Spanish III, IV, V and AP Spanish Language or AP Spanish Literature (1) American Sign Language III and IV (1)	2 credits	3 or 4 credits
COMPUTER SCIENCE	Computer Science Electives (1 or .5)	Computer Science Electives (1 or .5)		
PHYSICAL EDUCATION	PE Electives (.5)	PE Electives (.5)	1 credit	1.5 credits
ARTS	Arts Electives (1 or .5)	Arts Electives (1 or .5)	1 credit	2 credits
	Success Principles (.5)		.5 credit	.5 credit
ELECTIVES			5.5 credits	2 credits
TOTAL CREDITS			24 credits	26 credits