

2026 | 2027

UPPER SCHOOL

CURRICULUM GUIDE

CINCINNATI
COUNTRY
DAY
SCHOOL

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OUR MISSION

Cincinnati Country Day School creates leaders who, through the discovery of their own abilities, kindle the potential in others and better a dynamic world.

OUR GUIDING PRINCIPLES

- We know, nurture, and inspire our students from ages 18 months to 18 years to achieve their potential academically, artistically, athletically, and altruistically.
- We encourage lifelong learning by fostering freedom of inquiry and the deep exploration of knowledge to build a foundation for success in school, work, and life.
- We offer inventive, inquiry-based, and hands-on experiences in the classroom, on our 60-acre campus, and throughout local and global communities.
- We cultivate the self-advocacy, emotional resilience, and essential personal skills necessary to explore new ideas, persevere through challenges, and lead a life of purpose.
- We promote an inclusive community that welcomes the diverse experiences and viewpoints of all individuals and instills a sense of belonging and well-being.
- We develop empathetic stewards of the community who act in service to others and the environment.
- We approach everything we do with responsibility, respect, integrity, courage, and compassion.

THE UPPER SCHOOL PROGRAM OVERVIEW

The Upper School faculty strives to help all its students grow intellectually, emotionally, and ethically by providing an atmosphere which promotes life-long learning, independence, and social responsibility. The program is designed to prepare students for college by fostering excellence in those disciplines associated with the liberal arts tradition. At the core of the Upper School program are the beliefs that:

- Each student's potential is best realized by a challenging academic program that encourages active learning, promotes curiosity, and provides appropriate support.
- Each student's intellectual growth is enhanced by the development of analytical and critical thinking, the cultivation of creative expression, and the acquisition of knowledge and communication skills.
- Each student's life is enriched in a community where differences among people are valued.
- Each student is entitled to an engaging curriculum, which demands initiative, risk-taking, and collaboration.
- Each student thrives when personal achievement and confidence are nurtured while self-reliance and responsibility are demanded.
- A truly engaged student must participate energetically in a multifaceted extracurricular program.
- Good citizenship endures into adulthood and extends into the community only when practiced by each student in every school activity.

GRADUATION REQUIREMENTS

Cincinnati Country Day School's program provides opportunities that are innovative, hands-on, and collaborative, with an emphasis on critical thinking, problem solving, and applying knowledge to new situations. As such, graduates are exceptionally prepared for college and beyond.

To qualify for a diploma, students must be currently enrolled and in good standing in the school, and must satisfy the departmental requirements regarding level of study and proficiency. Specifically, students must complete the following:

- 22.5 credits in grades 9-12
 - Yearlong course = 1 credit
 - Semester-long course = 0.5 credit
- 0.5 credit in health
- PE/Athletics requirement of 0.5 credit in PE or four seasons of an athletic team (starting with the Class of 2030, six seasons of an athletic team are required)
- 90 hours of service learning

Arts	1.0 credit	Students must complete a total of 2.5 credits in arts and computer science COMBINED, with a minimum of 1.0 in arts and 0.5 in computer science
Computer Science	0.5 credit	Students must complete a total of 2.5 credits in arts and computer science COMBINED, with a minimum of 1.0 in arts and 0.5 in computer science
English	4.0 credits	English is required each year
History	3.0 credits	3 credits, including ancient world (9th), modern world (10th), and U.S. history
Math	4.0 credits	Math is required each year, including geometry and algebra II
Science	3.0 credits	3 credits, including biology and two additional science courses, which must include a physical science and an advanced science
World Language	3.0 credits	3 credits of the same language
Electives	2.0 credits	Any academic course beyond the above requirements counts toward the elective requirement

ENROLLMENT REQUIREMENTS

- Students in grades 10, 11, and 12 must take at least 5.5 credits each year, i.e., at least 5 courses in one semester and 6 courses in the other semester. Students in 9th grade must take 6 classes each semester, which includes health in one of the semesters.
 - Students taking five Honors/Pre-AP/AP/Post-AP courses need to take only five credits per year.
 - Health, physical education, peer mentoring, and private music lessons do not count towards the minimum 5.5 required credits.
- Students must receive permission from the head of upper school to enroll in 7 courses each semester.
- Students must pass at least four courses a year in order to be promoted to the next grade level.
- Summer coursework is for placement only, and no credits will be earned towards graduation requirements for this work nor will these courses be included on the CCDS transcript.

GRADING SCALES

Letter grades are used to record all Upper School grades.

Grade	Range	GPA
A	93-100	4.0000
A-	90-92	3.6667
B+	87-89	3.3333
B	83-86	3.0000
B-	80-82	2.6667
C+	77-79	2.3333
C	73-76	2.0000
C-	70-72	1.6667
D+	67-69	1.3333
D	63-66	1.0000
D-	60-62	0.6667
F	<60	0.0000

HONORS COURSES

CCDS offers a wide range of honors courses, which allows students the opportunity to challenge themselves. These courses are designated as Honors, AP (Advanced Placement), Pre-AP, or Post-AP. CCDS does not limit the number of honors courses a student can take in a single year. Students are, however, strongly encouraged to seek academic opportunities that challenge them appropriately and in ways that also allow them to enjoy a range of meaningful extra-curricular and other educational activities offered in the Upper School. In all cases, students must receive a teacher recommendation and department approval in order to enroll in an honors course. Moreover, a student performing below the B level in an advanced course may be moved to a non-advanced section. Honors, AP, Pre-AP, and Post-AP courses each earn a one-point increase for GPA calculation.

All students enrolled in AP courses are required to sit for AP exams in May, and successful completion of AP course requirements depends upon students taking the AP exam. If CCDS does not offer a particular AP course, students may take an AP “exam only” for that course if the appropriate department chair and head of upper school approve AND the student successfully completes a practice exam, as determined by the department chair. Note that CCDS does not grant credit for AP “exam only.”

INDEPENDENT STUDY

Independent study provides qualified students with the opportunity to work with a faculty supervisor in order to investigate issues and topics of common interest and shared passion. Any student who has fulfilled departmental requirements, has exhausted existing departmental offerings, and has previously demonstrated academic excellence in the relevant discipline is, potentially, eligible for independent study. An independent study must be a student's sixth course and cannot be used to fulfill or replace any graduation requirement. Each independent study has a faculty supervisor who will help the student develop a written proposal for independent study. The deadlines for submitting a proposal are May 1 for a first semester and November 1 for a second semester.

STUDENT SUPPORT

There are several levels of support and counseling for students, including faculty advisors, the school psychologist, the mental health therapist, and the learning specialist. The learning specialist offers assistance with study skills, test taking strategies, organization, and time management. The learning specialist also provides consultation and assists in planning educational strategies with parents and teachers. Services available from the school psychologist include: counseling, consultation, evaluation, crisis intervention, and staff development. Students may seek information from the school psychologist without parental consent; however, consent is required prior to services, except in crisis situations. Parents of students with special learning needs may contact either the school psychologist or the learning specialist to begin the process of developing an accommodation plan.



ATHLETICS

Our athletics program is designed to be a transformative experience that prepares students for the demands of college, career, and life. We believe that sports serve as a powerful extension of the classroom – “the last class of the day” – where students discover their own abilities and grow through both triumphs and challenges. Every practice, game, and season presents an opportunity for students to become the best versions of themselves.

SPORTS OFFERED INCLUDE:

FALL

Cheerleading
Cross Country
Football
Golf
Soccer
Girls Tennis
Volleyball

WINTER

Basketball
Cheerleading
Gymnastics
Indoor Track (based on interest)
Swimming
Wrestling (based on interest)

SPRING

Baseball
Flag Football
Lacrosse
Softball
Boys Tennis
Track & Field



PHYSICAL EDUCATION AND ATHLETICS REQUIREMENT:

The school believes that engagement beyond the classroom is an essential component of a well-rounded education. Research shows that participation in athletics improves physical as well as mental health, enhances academic performance, builds interpersonal skills, teaches students lifelong habits, and improves school culture and community. In addition, it aligns with health recommendations including the State of Ohio’s physical education requirement. Finally, participation in extracurricular pursuits has been central to the school’s ethos since its founding 100 years ago as an “all day” school. Therefore, starting with the Class of 2030, all students in grades 9–12 are required to complete six (6) seasons of athletic participation in CCDS sports during their upper school years.



To provide flexibility while maintaining the intent of this requirement, the following substitutions are permitted:

- **Physical Education (PE) Courses:**

Students may substitute up to two (2) Physical Education (PE) classes for athletic participation. Each PE class is equivalent to two athletic seasons, for a maximum substitution of four (4) seasons. PE courses meet during the school day.

- **Theatrical Performance Participation:**

In keeping with the school's commitment to a broad educational experience that values artistic as well as athletic pursuits, students may substitute up to two (2) seasons of athletic participation with involvement in afterschool theatrical productions (i.e., the fall play or winter musical), which includes official tech crew participation. Theater rehearsals and performances take place after the school day.

Regardless of substitutions, every student must complete the equivalent of six total seasons through a combination of athletic participation, PE coursework, and theatrical performance activities. Participation must meet the expectations and requirements established for each activity.



SERVICE LEARNING

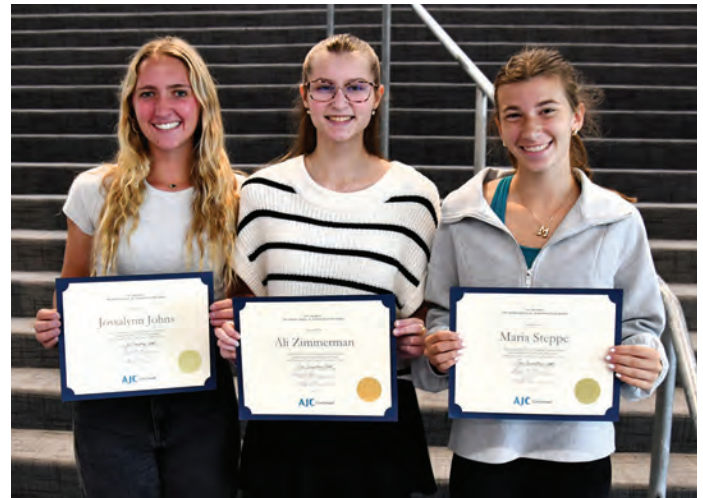
Service learning means using our education to make a difference in our community – at school, in the surrounding area, and around the world. We strive to provide service to people, animals, and the environment, and hope to foster a spirit of respect and willingness to serve. We learn about the issues needing student service, then help our students understand how that knowledge can be employed to help fix the problem. Our goals are to foster respect and compassion for all living things, to promote understanding of all cultures and beliefs, and to inspire each individual to take action to better the world around them.

As part of our commitment to fostering civic engagement and community responsibility, all Upper School students are required to complete 90 total hours of service over their four years at Country Day. Students may begin accumulating hours the summer before their 9th grade year.

These 90 hours are divided into:

- At least 60 service hours – involving direct engagement with underserved populations.
- Up to 30 volunteer hours – which may include indirect service or support roles.

In addition, each student must identify a preferred organization – an organization aligned with a cause that is personally meaningful to them. Over the course of their four years, students must complete at least 15 service hours with this organization. This requirement is designed to help students build a deeper, sustained relationship with a community partner and foster long-term impact.



COLLEGE COUNSELING

The Country Day counselors seek to help all students matriculate at colleges where they will prosper and from which they will emerge prepared to lead productive and satisfying lives.

FRESHMAN YEAR

“Helping Your Child Make the Most of High School—Advice from the College Office”

Freshman Parent College Night in April

- Get-to-know-you meetings for freshmen and counselors at any time during the school year
- Individual meetings for freshmen and their families with their counselor in the spring

SOPHOMORE YEAR

“What It Took to Get In: Portraits of Successful College Applicants”

Sophomore Parent College Night in February

- Get-to-know-you meetings for sophomores and counselors continue at any time during the school year
- All sophomores take the PSAT in October and practice ACT in spring
- **Required individual student/parent meetings in late winter** to plan junior year curriculum and summer experiences, and begin to explore college options.

JUNIOR YEAR

“Navigating a Rapidly Changing Landscape—Advice from Two College Deans”

Junior Parent-Student College Night in January

- Junior Parent/Student Information sessions at the start of the school year
- **Juniors meet with more than 100 college representatives who visit our campus each fall.**
- All juniors take the PSAT in October.
- **Required individual meetings between juniors and their counselors in January**, followed by family meetings with the counselor, to formulate college list and plan summer experiences.
- **Junior College Counseling Classes meet weekly** in spring. Major/career aptitude testing, creation of resume, analysis of sample college essays, brainstorming and drafting.
- **Required Summer Essay and Application workshops**—rising seniors choose from June, July or August dates.

SENIOR YEAR

“How We Read an Application—A Conversation with Four College Deans”

Senior Parent-Student College Night in August

- **Senior College Counseling Classes meet weekly** in fall—guidance and time to work on essays and applications.
- Seniors meet with college representatives on our campus in the fall.
- Individual meetings between seniors and their college counselor throughout the fall, to refine the college list and plan applications.

PROGRAMS FOR PARENTS AT ANY GRADE LEVEL

- September: “Come Say Hi” Meet-and-Greet, Follow-Your-Student’s Schedule Night
- October: “Ten Things Country Day Families Need to Know about Paying for College”
- December: “Athletics in College—What Parents and Student-Athletes Need to Know”



UPPER SCHOOL SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ADVISORY 8:05-8:15	ADVISORY 8:05-8:15	ADVISORY 8:05-8:15	ADVISORY 8:05-8:15	ADVISORY 8:05-8:15
D 8:18-9:06	B 8:18-9:06	E 8:18-9:33	C 8:18-9:33	B 8:18-9:06
F 9:09-9:57	E 9:09-9:57			F 9:09-9:57
		OFFICE HOURS OR FLEX TIME 9:35-10:25	OFFICE HOURS OR FLEX TIME 9:35-10:25	
E 10:06-10:54	G 10:06-10:54	E 9:33-10:00 A 10:03-10:30	C 9:33-10:00 D 10:03-10:30	G 10:06-10:54
A 10:57-11:45	C 10:57-11:45	A 10:30-11:45	D 10:30-11:45	D 10:57-11:45
OFFICE HOURS 11:45-12:15	KEELER 11:45-12:15	CLUBS 11:45-12:15	ADVISORY 11:45-12:15	PEER MENTORING/ADVISORY 11:45-12:15
LUNCH 12:15-12:45	LUNCH 12:15-12:45	LUNCH 12:15-12:45	LUNCH 12:15-12:45	LUNCH 12:15-12:45
C 12:50-1:38	F 12:50-1:38	B 12:50-2:00	AFFINITY GROUPS AND CLUBS 12:50-1:30	E 12:50-1:38
B 1:41-2:29	D 1:41-2:29		OFFICE HOURS 1:35-2:05	C 1:41-2:29
G 2:32-3:20	A 2:32-3:20	F 2:05-3:20	G 2:05-3:20	A 2:32-3:20

COURSE PLANNING & SELECTION

The course selection process for the following academic year begins early in the second semester. We have designed a process that encourages conversation between students and many of the adults in their lives: teachers, department chairs, advisors, college counselors, and parents. In order to achieve our mission as a school and goals as a division, we give consideration to the student's academic interests, past experience, and non-academic commitments and interests, to craft a balanced life for the coming year that includes the greatest possible opportunities for learning, health, and engagement in the community. Likewise, we advise students to exercise care in selecting their courses so they satisfy both CCDS graduation and college admission requirements, while at the same time exploring subjects and opportunities and pursuing interests. Students who wish to take a course for which the student was not recommended should meet with the appropriate department chair to initiate discussion regarding placement.

COURSE LOAD

Students in grades 10, 11, and 12 must enroll in 5.5 credits per year. 9th graders must take 6 courses each semester, which includes taking Health in one of the semesters. Students taking five Honors, Pre-AP, AP, or Post-AP courses may take only five credits per year. Note that health, physical education, peer mentoring, and private music lessons, do NOT count towards the minimum 5.5 required, yearly credits. Students who wish to take seven courses each semester must obtain the permission from the head of upper school, who may consult with the student's advisor, the appropriate department chair, and the College Counseling Office.

COURSE ENROLLMENTS

During the construction of student schedules, the school makes every attempt to fulfill student course requests. However, because of the wide variety of course offerings, the limitation in periods, and the general complexities of scheduling, students are not always able to take all requested classes. In addition, the school has the right to restrict enrollment in any course when sign-ups exceed the departmentally determined course capacity.

ELECTIVES

CCDS offers a large number and variety of courses, especially for its size, including electives that are beyond core requirements. The school cannot guarantee that every course will run each year or that a student will always get a first or second choice elective. During the course planning process, students are required to choose, by department and in order of preference, alternate electives. Working with the appropriate department chair, the head of upper school will make the final decision whether a course will ultimately run.

COURSE CHANGES

Students may request discretionary course changes at the beginning of each semester. To request a change with the head of upper school, a student must first obtain the permission of a parent/guardian and, if the student is a senior, the director of college counseling. The school only considers requests for course changes, not requests for different sections, and not all changes can be accommodated. Students have until the end of the first two weeks of the semester to request these changes. There is an extended course change period for necessary course changes, such as moving from an honors-designated course to a regular section.



ARTS

GRADUATION REQUIREMENT:

1 credit in arts (students must complete a total of 2.5 credits in arts and computer science COMBINED, with a minimum of 1.0 in arts and .5 in computer science)

PERFORMING ARTS



TECHNICAL THEATER I

SEMESTER 1 COURSE

Open to 9, 10, 11, 12

Technical Theater I offers a comprehensive study of the backstage aspects of theater. The class will cover subjects including theater safety, carpentry, lighting, sound, and more. Day-to-day classes consist of a mixture of classroom discussions, hands-on learning, and projects relating to various skills required backstage. Skills learned in this class are easily translatable to outside of the classroom as well. Students will also have the opportunity to experience tech work for a live performance at the end of the semester.

TECHNICAL THEATER II

SEMESTER 2 COURSE

Open to 9, 10, 11, 12

Prerequisite: Technical Theater I (or 7th AND 8th Grade Technical Theater)

Technical Theater II will continue to build upon the principles and concepts discussed in Technical Theater I. Focusing more on the design aspect of theater, this course will offer multiple opportunities for students to create and compose with their own ideas as they shape pieces that could be used in a performance. Students will learn the creative process from conception and brainstorming to their final product. And, unique to Tech Theater II, students will learn to utilize the drafting software “Vectorworks” in their planning and preparations.

SPEECH AND PRESENTATION I

SEMESTER COURSE

Open to 9, 10, 11, 12

Speech and Presentation I is a course designed to aid and instruct students to effectively prepare and deliver many types of speeches required in all walks of life, formal and informal. Students will discover the power and ability of phonetics and vocal tonality in communication. Through the exploration, preparation, and practice of different types of public speaking, students will develop their own confidence in their physical and vocal presentation skills.

SPEECH AND PRESENTATION III

SEMESTER COURSE

Open to 10, 11, 12

Prerequisite: Speech and Presentation I and II or instructor recommendation

Speech and Presentation III is designed for students who have completed the foundational courses of Speech and Presentation I and II. The class focuses on advanced public speaking techniques and the art of rhetoric. Students will refine their research techniques and speaking skills, learn to use persuasive techniques and rhetorical devices, and explore the issues and consequences with fallacies used in arguments. The Semester 1 course will focus specifically on practical experience through in-class debates, peer feedback, and preparation for a competitive debate (Note: participation in this competitive debate is a requirement of the course). The spring semester course will focus specifically on research, preparation, and presentation of a TEDTalk in front of a scheduled group assembly. **Note: Participation in the TEDTalk is a requirement of the course.**

SPEECH AND PRESENTATION II

SEMESTER COURSE

Open to 9, 10, 11, 12

Prerequisite: Speech and Presentation I

Speech and Presentation II expands upon the basic introduction of formal speaking by exposing students to the fundamentals of debate and persuasive speech. Students will explore various debate formats, learn to construct and present arguments for both debate and persuasive speech, and develop critical thinking and research skills. The course emphasizes practical experience through in-class debates, persuasive presentations and peer feedback, preparing students for competitive debate environments.

HONORS SPEECH AND PRESENTATION

FULL-YEAR COURSE

Open to 10, 11, 12

Prerequisite: Speech and Presentation II or III and instructor recommendation

This year-long Honors course is designed for Upper School students who have completed Speech and Presentation I and II and have demonstrated a strong mastery of the basics of public speaking. The curriculum focuses on refining public speaking and debate skills, mastering advanced techniques, and preparing for competitive environments. Students will engage in a variety of speaking and debating activities, including specialized speech types, advanced argumentation, and participation in competitive debates and forensics competitions. The course also emphasizes the use of media and technology in public speaking and the importance of community engagement. As their final project, Honors Speech and Presentation students will prepare and present their own TEDTalk to a scheduled group assembly outside of school hours. **Note: Participation in a competitive debate and TEDTalk presentation are required.**

VIDEO PRODUCTION I

SEMESTER 1 COURSE

Open to 9, 10, 11, 12

Video Production is a semester long course in which students will learn the basics of camera angle and setup, lighting and sound, and post-production editing. Students will put their skills and knowledge into project work, creating their own films, as they learn the process of film making. Along with hands-on video production work, students will learn film and video history to contextually support their efforts and help them design and develop their own projects.

VIDEO PRODUCTION II

SEMESTER 2 COURSE

Open to 9, 10, 11, 12

Prerequisite: Video Production I

Video Production II will continue to build upon the principles and concepts discussed in Video Production I. This class will also engage more with audio and lighting for projects in order to create more complete filming experiences. Students will learn about different types of films and how to shoot for a specific purpose to guide their creative concepts. This class will be very project based and focus on both the process and the final submission of each film.



UPPER SCHOOL BAND

FULL-YEAR COURSE

Open to 9, 10, 11, 12

Prerequisite: Minimum of 3 years of experience in a school instrumental music class (including middle school), enrollment in private lessons, or instructor's approval. Must have rudimentary skill in instrumental music with a focus on one instrument.

Upper School Band is a performance-based class. This course is open to students who play woodwind instruments, brass instruments, string instruments, and percussion instruments. Guitar players are accepted with approval from the teacher. Students develop their musicianship skills through participation in large and small ensemble experiences reading music. Sight reading, instrument technique, listening, music theory, and music history are covered during the year of this course through the context of the ensemble's repertoire. Students are required to perform in various events set at the beginning of the school year. **Note: Participation in concerts is a requirement of this course.**

PRIVATE MUSIC INSTRUCTION

FULL-YEAR COURSE (0.25 CREDIT)

Open to 9, 10, 11, 12

Students who take music lessons through the CCDS Upper School may earn 0.25 academic credit towards their Arts graduation requirements for each successfully completed year of lessons. The lessons must take place during the school day with CCDS instrumental/voice faculty and will be in addition to the minimum credit load per year of 5.5 academic credits. Lessons will be graded on a Pass/Fail basis and will not be factored into any GPA calculation.

HONORS UPPER SCHOOL BAND

FULL-YEAR COURSE

Open to 10, 11, 12

Prerequisite: One year of US Band and an audition consisting of scales (Concert Bb, Eb, F, Ab Major, and Chromatic), solo excerpts, and sightreading as decided by the music instructor.

The Honors Upper School Band meets along with the Upper School Band. In addition to all of the expectations for US Band, Honors students will additionally be required to play at a Grade 3-4 level of group music or solos with a rating of Class B or above, complete or be knowledgeable of music theory up through harmonic progression identification, and complete music history readings and listening assignments. Along with expected concert participation, students in the Honors track will need to complete one semester project with a topic focused either in music history, an original composition using a notation program such as Sibelius, Finale, or MuseScore, or high level solo or small group performance for the concert. **Note: Participation in concerts is a requirement of this course.**



UPPER SCHOOL CHOIR

FULL-YEAR COURSE

Open to 9, 10, 11, 12

Upper School Choir is a performance-based class. This course is open to all Upper School students who have an interest in singing and performing in the choral setting. Students in this course will sing music composed in a variety of styles from various time periods; gain experience singing in groups and as individuals; gain musical literacy through the use of solfege, rhythm syllables, count singing, and other techniques; discuss and apply aesthetic qualities of music; learn, identify, and describe elements of music, such as rhythm, melody, harmony, and texture; discuss poetry and other texts; and learn about music history and the historical contexts in which music is written.

Note: Participation in concerts is a requirement. Some concerts may take place off campus.



HONORS UPPER SCHOOL CHOIR

FULL-YEAR COURSE

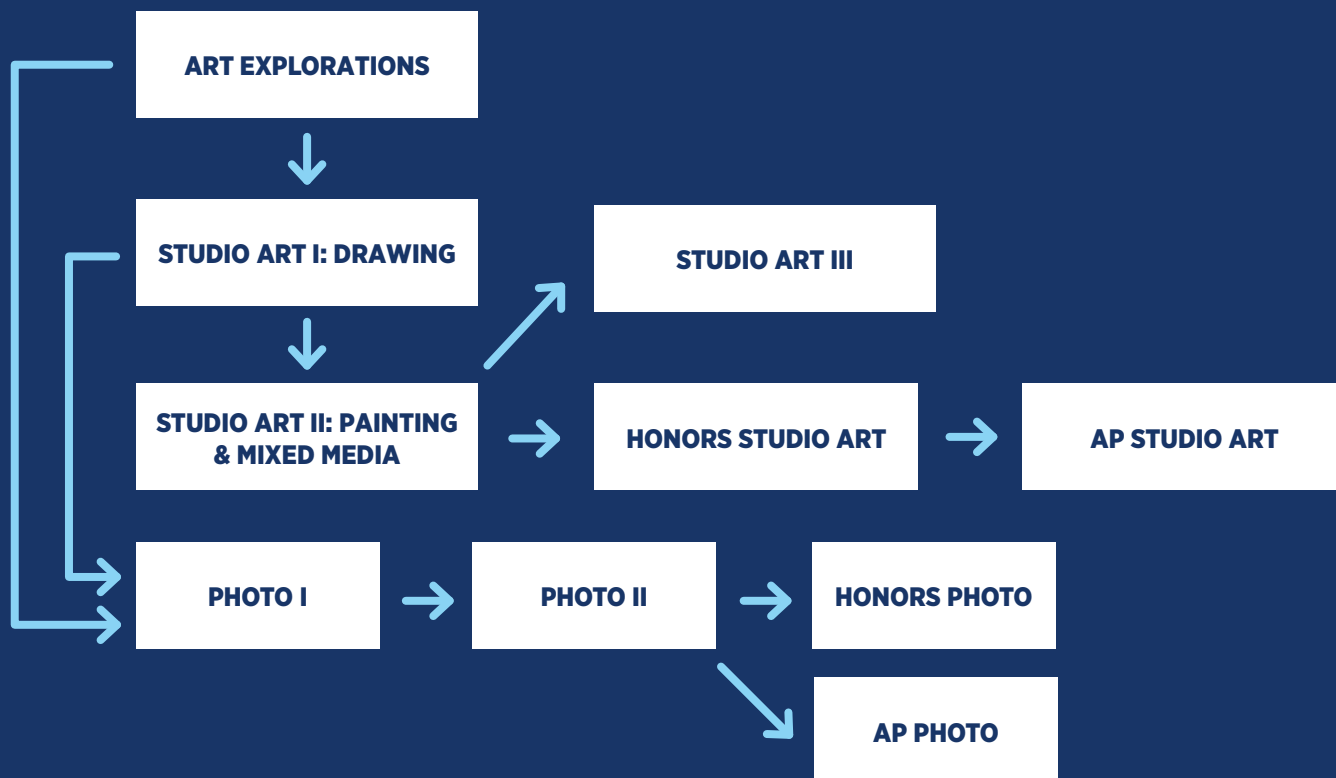
Open to 10, 11, 12

Prerequisite: 1 year of US Choir, recommendation of US Choir director, letter of recommendation from CCDS faculty member advocating for the student's leadership qualities, and audition consisting of solo piece and sight-reading excerpt.

Honors Upper School Choir meets along with the Upper School Choir and builds upon the content goals of the US Choir. In addition to the expectations of Upper School Choir, Honors students will additionally be required to act as section leaders of the choir. Honors Choir students will be expected to lead sectional rehearsals, lead classmates in sight reading and music literacy practice, and set a higher example for class participation and artistic achievement. Students in the Honors Choir section will also be required to prepare and perform additional repertoire at concerts and other performances with fellow Honors Choir students. Students in this section can also pursue further individual opportunities in music theory, music literacy, vocal technique, and conducting. Note: participation in concerts is a requirement. Honors Choir students are expected to participate in all performances to which the US Choir is invited, even those that are off campus.

VISUAL ARTS

VISUAL ARTS COURSE PROGRESSION



ART EXPLORATIONS

SEMESTER COURSE

Open to 9, 10, 11, 12

Art Explorations offers the opportunity for students at any level to explore a variety of visual art approaches, including 2-D and 3-D materials, experimental techniques, and self-expression and discovery through art-journaling. Topics will vary by semester, and may include clay, collaborative work, murals, crafts, use of found-objects, earth art, storytelling through art, etc. Each semester's curriculum will include a grounding in the elements and principles of art and design, the vocabulary which will prepare students for further work in either Studio Art or Photography. Revolving units will allow students to take Art Explorations at any point in their fine arts journey at CCDS, including the possibility of taking the class after Studio Art I and higher level courses, or even a second time if desired. *No prerequisites. This class serves as one potential prerequisite for Photography I, but does NOT qualify students to take Studio Art II or upper level courses in studio art.*

STUDIO ART I: DRAWING

SEMESTER COURSE

Open to 9, 10, 11, 12

Studio Art I introduces students to the fundamentals of drawing and design, with an emphasis on developing skills and confidence in traditional drawing techniques, allowing students to progress to the higher levels of study in studio art. Topics of study will include depicting basic forms, observational drawing including contour drawing, shading techniques, linear perspective, portraiture, and the vocabulary of the elements and principles of art and design. Students will also be introduced to art history, with an overview of world art and the early stages of Western art through the Renaissance period. Studio Art I and II are best taken consecutively, as a full introduction to the skills needed for students to succeed in the Advanced, Honors, and AP Studio Art classes. *No prerequisites. This class serves as one potential prerequisite for Photography I.*

STUDIO ART II: PAINTING & MIXED MEDIA

SEMESTER COURSE

Open to 9, 10, 11, 12

Prerequisite: Studio Art I: Drawing

Studio Art II picks up where Studio Art I leaves off. In the first half of the semester students will develop their fundamental skills in painting and color theory, while learning more advanced drawing techniques, and continuing to study art history, with an overview of Western art from the Baroque to Modern periods. As the semester progresses, students will begin to explore their own interests, as they apply their skills to more complex subjects. Ultimately, students will develop a mini “Sustained Investigation,” creating multiple pieces on a topic of their own choosing. Taken in sequence with Studio Art I, this course aims to prepare students with the technical skills and creative thinking they will need for Advanced or Honors Studio Art.



STUDIO ART III

FULL-YEAR COURSE OR SEMESTER 1 COURSE

Open to 10, 11, 12

Prerequisite: Studio Art II

Studio Art III allows students to create their own Sustained Investigation, working alongside Honors and AP students. However, students are not expected to work on their art outside of class time on a regular basis, and homework assignments are kept to a minimum. Students continue to develop their technical and creative skills using a greater range of materials than Drawing & Painting. Students continue to study the work of master artists, focusing on contemporary artists and exploring artistic traditions from around the world. While this class is offered in combination with Honors and AP, the Studio Art III students work at a slower pace and will be graded on a different rubric than students at the AP and Honors levels. This course is appropriate for students who wish to further explore their love of art, but without the additional time commitment of an Honors or AP course, as well as students continuing to develop their skills in preparation for Honors or AP.

HONORS STUDIO ART

FULL-YEAR COURSE

Open to 10, 11, 12

Prerequisite: Studio Art II or III, and department recommendation

Honors Studio Art is designed for students who want to develop their personal ideas and artistic voice while challenging themselves technically. It is designed to prepare students for AP Studio Art. Students choose their own topic to create a Sustained Investigation. Over the course of the year, students explore their chosen topic through a variety of assignments in a wide range of media and processes. Students must be prepared for a faster pace than in previous art classes, both at school and at home, with an expectation of 45-60 minutes of artwork completed between each class. Assignments will be graded on a rubric based on AP requirements, with the understanding that students will continue to develop their skills for another year before reaching the AP level. Honors Studio Art is designed for students who want to develop their personal ideas and artistic voice while challenging themselves technically. It is designed to prepare students for AP Studio Art. Students choose their own topic to create a Sustained Investigation. Over the course of the year, students explore their chosen topic through a variety of assignments in a wide range of media and processes. Students must be prepared for a faster pace than in previous art classes, both at school and at home, with an expectation of 45-60 minutes of artwork completed between each class. Assignments will be graded on a rubric based on AP requirements, with the understanding that students will continue to develop their skills for another year before reaching the AP level.

AP STUDIO ART

FULL-YEAR COURSE

Open to 11, 12

Prerequisite: Either Studio Art III or Honors Studio Art, and department recommendation

AP students prepare to submit a portfolio in either 2-D Art & Design or Drawing to the College Board. Students choose a Sustained Investigation Topic of personal interest and explore it through a variety of assignments that pose technical and creative challenges, including a wide range of media and processes. As the year goes on, the students' work will become increasingly self-driven. Students are graded based on the AP rubrics, with the expectation that their work will be assessed at the highest standard. This class is for students able to make a significant time commitment, as it requires 45-60 minutes of work outside of class for every class meeting. AP students must be interested in pushing themselves creatively and technically.



PHOTOGRAPHY I: DARKROOM AND CAMERA FUNDAMENTALS

SEMESTER COURSE

Open to 10, 11, 12

Prerequisite: Art Explorations or Studio Art I

Photo I introduces students to foundational photography practices and concepts through 35mm film photography, including darkroom development and printing. Building on art and design concepts learned in Foundations of Art, students will explore practices in analog photography and darkroom printing. Portfolio building, advanced composition techniques, print presentation, and visual storytelling are also explored.

HONORS PHOTOGRAPHY

FULL-YEAR COURSE

Open to 10, 11, 12

Prerequisite: Photo II and department recommendation

This course is a year-long, honors-level intensive intended for students who wish to further their knowledge of both practical application and academic theory in the medium of photography. Over two semesters, students will study and discuss a broad range of historical and contemporary materials in pursuit of developing their unique artistic voice. Central to this course is an individual sustained investigation, which will culminate in a final portfolio of lens-based work.

PHOTOGRAPHY II: CONTEMPORARY DIGITAL PRACTICES

SEMESTER COURSE

Open to 10, 11, 12

Prerequisite: Photo I

Photo II introduces students to contemporary professional and creative photography practices. In addition to building upon skills learned in Photo I, students will explore practices in digital imaging, inkjet printing, visual storytelling, and creating and presenting physical work made with digital tools. They will also gain experience using Photoshop, Lightroom Classic, and Adobe Bridge; as well as learn best practices for digital file organization and management.

AP PHOTOGRAPHY

FULL-YEAR COURSE

Open to 11, 12

Prerequisite: Photo II and department recommendation

This course is a year-long, college-level intensive, designed to challenge students to explore, refine, and apply two-dimensional design skills through the development of an AP portfolio. While work in this class should be based in photography, students will be encouraged to explore both physical and digital mixed media applications through a sustained investigation of their choosing and design. In May, students will submit their completed portfolios to the College Board. This course is open to all students who have completed both Photo I and Photo II. Completion of Honors Photography is not mandatory, but is highly encouraged.

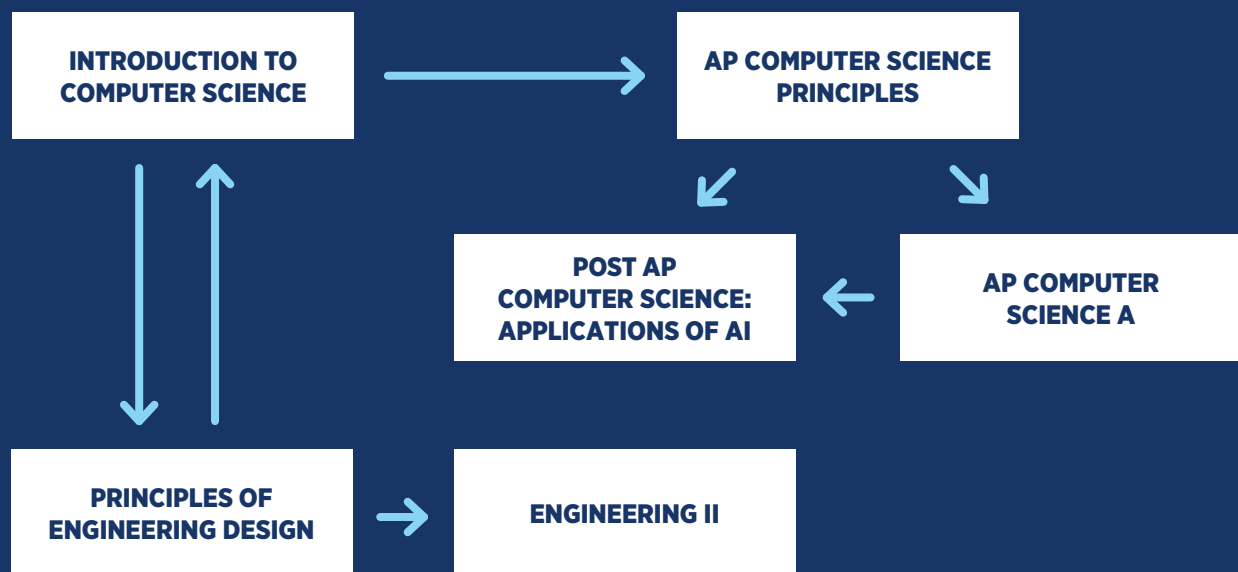
A photograph of two female students in a classroom setting. The student on the left, wearing a blue hoodie, is looking at a computer screen and smiling. The student on the right, wearing a purple hoodie, is looking down at the keyboard. The background shows classroom shelves and a window.

COMPUTER SCIENCE

GRADUATION REQUIREMENT:

0.5 credit in computer science (students must complete a total of 2.5 credits in arts and computer science COMBINED, with a minimum of 1.0 in arts and .5 in computer science)

COMPUTER SCIENCE COURSE PROGRESSION



INTRODUCTION TO COMPUTER SCIENCE

SEMESTER COURSE

Open to 9, 10, 11, 12

This course introduces students to the field of computer science, which includes much more than programming. Students build an awareness of the broad reach of computer science by exploring how computers communicate, how the internet works, intellectual property, and the beneficial and harmful effects of computing innovations such as artificial intelligence. Over half of the course is dedicated to programming; students challenge themselves, whatever their experience level, while coding in a graphics-based Python curriculum. Students complete creative coding projects as they progress and design a final coding project that showcases their programming skills. Students who take Introduction to Computer Science and the semester-long AP Computer Science Principles course will be prepared to sit for the AP Computer Science Principles exam.

AP COMPUTER SCIENCE PRINCIPLES

SEMESTER 2 COURSE

Open to 9, 10, 11, 12

Prerequisite: Introduction to Computer Science (B or higher) and department recommendation

Students who complete both Introduction to Computer Science and this course will be prepared to sit for the AP Computer Science Principles exam. In the first half of this course, students work through self-paced lessons to expand their Python coding skills and practice for the AP Create Performance Task. As required by the College Board, students are given in-class hours to plan, complete, and submit their AP Create Performance Task. In the second half of the course, students are introduced to the remaining topics in the AP Computer Science Principles curriculum, including data compression, search and sort algorithms, solution time, parallel

and distributed computing, the impact of computing on society, and an introduction to data science. Throughout the semester, students are assigned practice questions and a practice AP exam to prepare for the written portion of the AP exam. In May, students will sit for the AP Computer Science Principles exam.

AP COMPUTER SCIENCE A

FULL-YEAR COURSE

Open to 11, 12

Prerequisite: Introduction to Computer Science (B or better), completion of Algebra II, and department recommendation

This course is equivalent to an entry level Computer Science course at the collegiate level. The year-long course covers a deeper exploration of software development and engineering, with a specific focus on Object Oriented Programming (OOP) structure using the Java programming language. Building on foundations from other Computer Science course offerings, this class focuses on helping students develop deeper problem-solving skills and more refined algorithm design. Students continue from the basic constructs of procedural programming variables, conditionals, loops, and arrays, while adding concepts such as multi-dimensional arrays, recursion, and inheritance. Students will design and analyze potential programming-based solutions to real-world problems, apply the use of data structures to organize large data sets, and explore the ethical and social implications of computing systems. In May, students sit for the AP Computer Science A exam.



POST AP COMPUTER SCIENCE: APPLICATIONS OF AI

SEMESTER COURSE

Open to 10, 11, 12

Prerequisite: AP Computer Science Principles or AP Computer Science A

This honors course introduces students to the core principles and practical applications of Artificial Intelligence (AI). Building on prior computer science knowledge, students will explore how AI systems interact with hardware and software to solve real-world problems. Key topics include: understanding how microcontrollers function and integrate within Internet of Things (IoT) networks, learning methods for gathering and managing data from connected devices, discovering how AI models interpret and classify visual information, examining how diffusion-based models create realistic images and the underlying algorithms that power them, and gaining hands-on experience building and training predictive AI models using Python. Through a combination of theory, projects, and hands-on experimentation, students will develop the skills to design intelligent systems and apply AI concepts across diverse domains. This course emphasizes creativity, problem-solving, and ethical considerations in AI development.



PRINCIPLES OF ENGINEERING DESIGN

SEMESTER COURSE

Open to 9, 10, 11, 12

Prerequisite: Completion of Geometry

In this introductory course, students work through the engineering design process as they apply design thinking and content knowledge to hands-on projects with real-world impact. Each project will include an introduction or review of necessary STEM content. Course topics include electronics, basic coding, and reading and creating orthographic projections and scale drawings. Students will develop basic design and fabrication skills as they learn about additive manufacturing, laser cutting, milling, and building.

ENGINEERING II

SEMESTER COURSE

Open to 10, 11, 12

Prerequisite: Principles of Engineering Design (B or higher)

This course builds on the foundations of the Principles of Engineering Design course. Students will continue to develop skills in research, design, prototyping, problem-solving, teamwork, and communication as they explore a variety of engineering concepts, problems, and innovations. A core component of this course is working through the engineering design process and the process of invention; students will identify, define, and solve a meaningful problem drawn from the community.

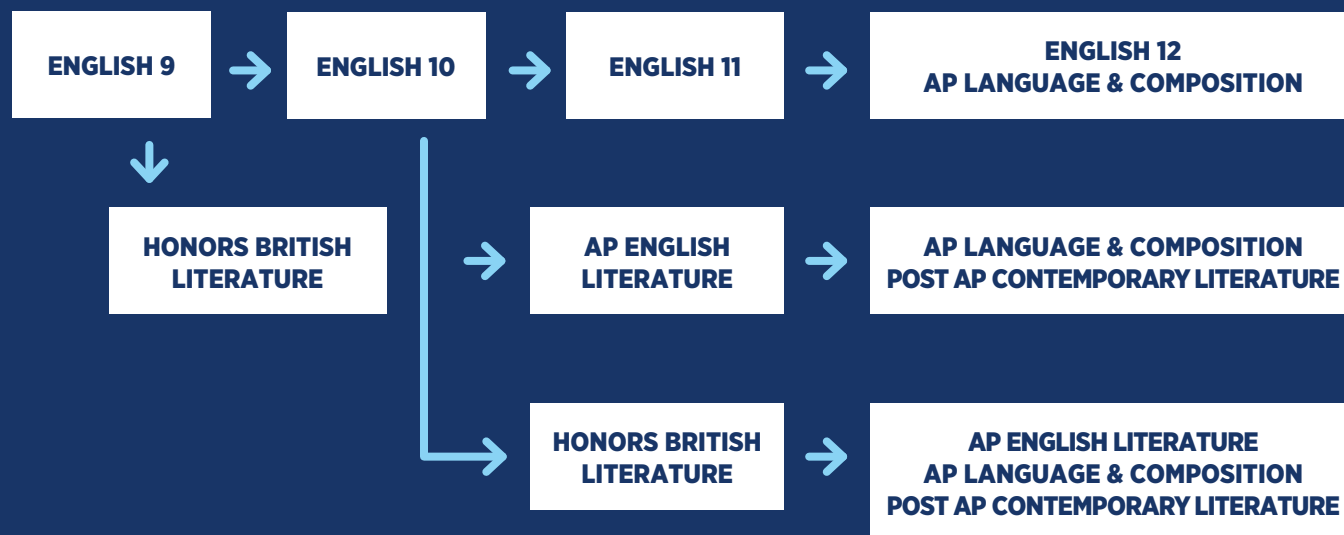


ENGLISH

GRADUATION REQUIREMENT:

4 years of English, required each year

ENGLISH COURSE PROGRESSION



ENGLISH 9

FULL-YEAR COURSE

Open to 9

The ninth-grade English course is focused on the central theme of self and society. In the past, assigned works have included *American Born Chinese*, *Romeo and Juliet*, *Lord of the Flies*, and *The Other Wes Moore*. With its emphasis on developing analytical reading and writing skills, English 9 serves as the foundation of the college prep and honors English sequences. The course will emphasize the mastery of grammar, usage, and mechanics as well as the development and application of an expanded vocabulary.

ENGLISH 10

FULL-YEAR COURSE

Open to 10

English 10 focuses on exposing students to world literature titles. Core texts include works such as *Into the Wild* by John Krakauer, *Persepolis* by Marjane Satrapi, *The Book Thief* by Markus Zusak, and *Macbeth* by William Shakespeare. Students use these titles, along with other short works, to examine how identity and storytelling are connected. Students are expected to write literary analysis essays with insight and clarity. The grammar emphasis is on sentence combining, effective comma usage, and subject-verb agreement. Vocabulary study is derived from assigned reading, and students are expected to integrate varied diction and syntax in their own writing.

ENGLISH 11

FULL-YEAR COURSE

Open to 11

English 11 introduces students to the breadth of American literature, from the Puritans to the writers of the present. Alongside classics such as *The Scarlet Letter*, *A Raisin in the Sun*, and *The Great Gatsby*, students grapple with modern texts, such as Octavia Butler's novel *Kindred*, and various short stories. Students also study the poetry of movements including Romanticism, Modernism, and the Harlem Renaissance.

HONORS BRITISH LITERATURE

FULL-YEAR COURSE

Open to 10, 11

Prerequisite: Students must demonstrate a grasp of analytical writing and grade of A- or higher in English 9 or English 10

The prerequisite to AP English Literature, Honors British Literature is a challenging introduction to the British literary tradition. Designed to challenge enthusiastic and insightful readers, Honors British Literature assigns students significantly more reading than English 10. Students read classic 19th-century British novels such as *Persuasion* as well as post-colonial works like Achebe's *Things Fall Apart*. Other areas of study include Shakespeare, the Romantic poets, and the Victorian and Modernist periods.

AP ENGLISH LITERATURE

FULL-YEAR COURSE

Open to 11, 12

Prerequisite: B+ or higher in Honors British Literature and department recommendation

Building upon the British Literature foundation taught in Honors English Literature, AP English Literature focuses on the experience, interpretation, and evaluation of American literature, including works such as Hansberry's *A Raisin in the Sun*, Fitzgerald's *The Great Gatsby*, and Chopin's *The Awakening*. The course is intended for students who enjoy challenging reading and the interplay of ideas through discussion and writing. Writing assignments will focus on the critical analysis of assigned reading and will include expository, analytical, and argumentative essays. Students are expected to speak and write clearly, cogently, and elegantly about literary works.

ENGLISH 12

SEMESTER 1 COURSE

Open to 12

Students in this course read contemporary works, typically nonfiction, with a focus on research writing in preparation for collegiate expectations and demands. To this end, students revisit such essential skills as thesis statements, outlines, text support, commentary, paper revisions, and proper citation. The text for this course is *They Say, I Say: The Moves That Matter in Academic Writing*.

AP ENGLISH LANGUAGE AND COMPOSITION

FULL-YEAR COURSE

Open to 12

Prerequisite: B+ or higher in English 11 or B in AP English Literature or B in Honors British Literature, and department recommendation

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. (From the AP English Language and Composition Handbook).

POST AP CONTEMPORARY LITERATURE

SEMESTER 1 COURSE

Open to 12

Prerequisite: B or higher in AP English Literature or Honors British Literature; Students who earn an A in English 11 may be recommended to enter the class.

Students in this class will apply the analytical skills gleaned from honors and AP English to challenging novels, short stories, plays, and poetry. Students in this course read Toni Morrison's *Beloved* and a number of other contemporary works selected by the teacher. Writing assignments are frequent and varied; students are expected to be proficient writers, eager to hone their skills further. Reading assignments are significant; advanced comprehension skills and a love for literature are necessary.



ENGLISH ELECTIVES

SEMESTER (TWO QUARTER-LONG)

Open to 12

Seniors will take two quarter-long courses in the second semester. Note that seniors taking either AP English Literature or AP English Language are not required to take these electives, but have the option of taking them in addition to their AP English class. These electives approximate the atmosphere and expectations of college English classes while giving students an opportunity to pursue their interests. Listed below are the offerings from spring 2026, though these course offerings vary from year to year.



VOICES OF DISSENT: THE LITERATURE OF PROTEST

What is the role of art in public life? In this class, students will explore the power of language as a tool for resistance, reform, and revolution as we read and listen to works of protest from different periods of American history. We will examine essays, speeches, and songs from the American Revolution, abolitionism, the labor movement, the civil rights movement, the anti-war movement, women's lib, and 21st Century activism. Students will learn about rhetorical situation as a lens for understanding these texts, and as a tool for crafting persuasive texts of their own. The text list includes works by Frederick Douglass, Woody Guthrie, Martin Luther King, Jr., Thomas Merton, Gloria Steinem, Kendrick Lamar, and many more. Assessments will include a presentation, a literary analysis essay, and a creative writing piece.

EXPLORING BRAVE NEW WORLDS: AN INTRODUCTION TO SCIENCE FICTION

While science fiction's predictions of the future aren't always exact, sharpen your analytical skills as we dive into what makes science fiction great: its ability to criticize the present while helping us dream about the future. This course will introduce science fiction concepts and allow for some exploration into the genre. Andy Weir's *Project Hail Mary* will serve as our major text, with additional short stories from Ray Bradbury, Ursula Le Guinn, N.K. Jemisin, and Isaac Asimov. Students will also have the opportunity analyze and discuss some classic pop culture science fiction with everything from Doctor Who, Star Wars, and Star Trek, to Marvel movies and more.

WHAT MATTERS: MORAL & ETHIC ISSUES IN DRAMATIC WORKS

Grounded in the principles of UChicago's Parrhesia School of Public Discourse, this course will focus on interactive academic inquiry anchored in literary dramatic works: *12 Angry Men* by Reginald Rose and *Antigone* by Sophocles. Through analysis of these dramatic works, we will engage in discursive dialogue and writing that explores the personal and communal values expressed in the texts, and the moral and ethical implications involved. Our course work will take a variety of formats: Socratic discussions, mock-trials, Q & A periods, and formal and informal debate. Community stakeholders will be involved, including members of the school leadership team, members of the community, journalists, and thought leaders. The goal is to not only to provide opportunity for students to engage in the discussions, but also to practice and hone skill sets in a variety of discursive modes. This approach to classroom inquiry and participation bodes well for continued engagement at the college level. In other words, bring it!

WOMEN'S VOICES IN LITERATURE

In this course, we will explore the ways in which women have navigated, defied, and even rebelled against traditional societal and gender norms in literature and culture. We will read works by and about women and examine a range of archetypal representations, from angel to madwoman. Questions we will consider: How has literature obscured the voices and experiences of women. How has it advocated for equity? How have women (re)claimed voice and space in literature? This class will take an intersectional approach to include the ways this journey differs for women based on racial and cultural identities. Readings may include works by Virginia Woolf, Sylvia Plath, Zora Neale Hurston, Zelda Fitzgerald, Angela Davis, and others.

PEN AND PULSE: LITERATURE AT THE HEART OF MEDICINE

What does it mean to practice medicine? Do we define medicine as the close study of the science of the human body or is it also a deeper, philosophical understanding of the human experience? This course explores the two often contradictory yet complementary paths—science or humanities—that students encounter on their learning journey and the assumption that they are faced with a decision—they can only choose one. In this course, we will survey a range of texts such as essays, memoirs, history books, novels, poems, and commentaries written about science and medicine by authors of different backgrounds, and who inhabit different roles, to argue how science and the humanities often challenge but also enrich each other. Our goal will be to examine how the roles and perspectives of different authors impact the ways in which their writings only communicate complex medical and scientific topics but do so in a way that contributes to our artistic understanding of the world around us.





COLLABORATIVE STORYTELLING

This creative writing class will focus on collaborative fiction through a lens of the tabletop RPG (role-playing game). We won't get bogged down in the mechanics of different gaming systems; we will use a rules-light system that is easy to learn and focuses on creative storytelling. Each student will develop their own character and take a turn creating the plot of a story for their group members to play for a week. In addition to in-class group oral storytelling, students will complete a variety of individual and group character- and world-building writing assignments. No experience is needed to join the class.

WHERE THE WILD THINGS ARE: EXPLORING ENVIRONMENTAL LITERATURE

Can literature help us rethink our views and relationships with the natural world? Eco-critics think so. Come and explore the relationship between literature and the physical environment. We will dabble in a mix of eco-philosophy, eco-lit theory, documentary, and literature. Our goal will be to explore relationships between place and space, humans and nonhumans (post-humanism), and Western and Indigenous approaches to land and place. Assignments will focus on a digital mix of analytic and creative responses to readings, theory, and the development of our own eco-philosophies. Much of our work will be in collaboration with a second grade class in the Lower School.

DE-INFLUENCING THE INTERNET: DIGITAL MEDIA LITERACY

According to the great Abraham Lincoln, “Don’t believe everything you read on the internet.” Come develop your digital media literacy skills as we try to discern why certain information goes viral and what we can do to mitigate its impact. In this course, students will become skeptical critics of fake news and further develop their research skills in fact-checking. With M.T. Anderson’s *Feed* as a core text, we will also examine the consequences of being “too connected” when everything is a simple click away.

THE MONSTROUS IN LITERATURE

Are all monsters scary? What does it even mean for something to be a monster? Let’s enjoy some truly creepy stories as we dig into these questions and read a selection of writing and watch a few films that feature monsters (or vampires! or zombies!) in various incarnations. We will discuss the concept in terms of genre and form. Some of the strange characters we encounter will be monstrous in the supernatural sense, while some are very much mortal, but possess qualities that live outside the realm of what is deemed to be “normal.” Often, monsters represent societal fears; they personify the unwanted, the socially deviant, the Other. Works may include Dr. Jekyll and Mr. Hyde, vampire stories such as *Carmilla* and *Dracula*, and other modern works. We will also discuss film representations of monsters and the supernatural. We will even have a chance to create and share our own spooky stories.



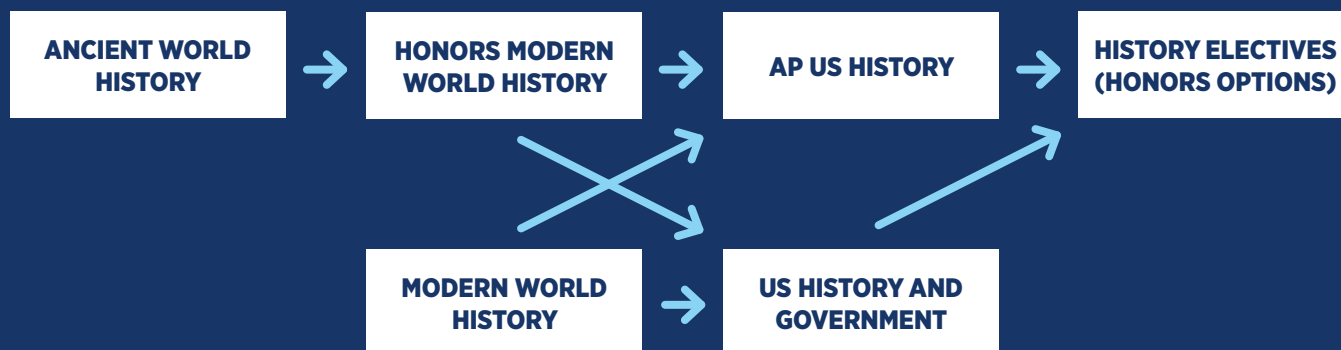


HISTORY

GRADUATION REQUIREMENT:

3 years of history, including Ancient World History (9th), Modern World History (10th), and U.S. History

HISTORY COURSE PROGRESSION



ANCIENT WORLD HISTORY: ANCIENT ROOTS TO MODERN ISSUES

FULL-YEAR COURSE Open to 9

This ninth-grade course is an interdisciplinary study of aspects of ancient civilizations and world religions and the connections between those ancient aspects and the modern world. This course introduces students to history as a discipline by examining the writings, art, and artifacts of some of the cultures of the ancient world. Students examine aspects of various ancient and societies in Eurasia including social and political organization and hierarchy; values, beliefs, and customs (including world religions) and their influence on societies; and technological developments and their impact on humans and the globe. As they study the ancient foundations of these issues, they will also explore some of the modern takes on these issues and how they have developed over human history. Students leave the course with a deeper understanding of the ancient roots of the modern world, the fundamental differences between the preindustrial and industrial world, the critical foundations of historical skills including marshaling evidence, developing and critiquing arguments, and honing persuasive writing skills.

MODERN WORLD HISTORY

FULL-YEAR COURSE Open to 10

In Modern World History, students investigate significant events, individuals, developments, and processes from the start of the eighteenth century to the contemporary world in the twenty-first century. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; and making historical connections. Specifically, students will analyze the European Enlightenment, the Atlantic Political Revolutions, the Industrial Revolution globally, the effects of Western Imperialism in the long nineteenth century, the rise of the nation-state and geopolitical conflict in the twentieth century, various ideologies during the Cold War, and the complexities of modern global institutions in the twenty-first century. Readings will be provided throughout the course by the instructor and students are expected to highlight and annotate these readings in order to be properly prepared for class discussions. By the end of the course, students will be able to identify similarities and differences among these various historical periods and be able to trace fundamental continuities and changes over time.

HONORS MODERN WORLD HISTORY

FULL-YEAR COURSE

Open to 10

Prerequisite: A- or higher in Ancient World History and department recommendation, with writing sample upon request

Our task is to trace the historical development of the modern world c.1450 to present, especially the following systems and their impact on the world: the centralizing state, imperialism and colonialism, industrialism and capitalism, and the organizing and divisive structures of race, gender, sexuality, class, and religious affiliation. Explicit to this approach is the consideration of resistance, protest, and revolution against these systems and structures. These investigations will focus on more or less periodic “clumps”:

- Regional empires, states, cultures, and societies c. 1500
- Imperialism, Colonialism and Enslavement of the First Global Age c. 1450-1700
- Revolutionary Breaks: French, Haitian, Latin American and Industrial Revolutions
- Imperialism, Colonialism, and Capitalism: Control and Resistance in the long 19th Century
- World Wars, Decolonization and the Accelerations of Industry and Capitalism

The class emphasizes the development of critical analytical skills of reading, discussion, and writing and students are expected to come to class fully ready to discuss the topics of the day.

U.S. HISTORY AND GOVERNMENT

FULL-YEAR COURSE

Open to 11

This college-preparatory course is a comprehensive study of the development of the United States designed to provide students with the factual knowledge and analytical skills necessary to deal critically with U.S. history and to introduce students to important issues in the development of our constitutional democracy. Students come to understand the importance of geography in the historical process, the development of a constitutional democracy, the social/cultural identity of a multi-national and multi-racial people, the importance of science and technology in the development of an economy based on both agriculture and industry, and the developing role of the U.S. as a world power. Students will develop skills necessary to arrive at conclusions on the basis of informed judgment and to present reasons and evidence clearly and persuasively orally and in writing.



AP U.S. HISTORY

FULL-YEAR COURSE

Open to 11, 12

Prerequisite: B+ or higher in Honors Modern History or A- or higher in Modern World History, department recommendation, with writing sample upon request

This college-level course is a rigorous examination of United States history designed to (1) provide students with the factual knowledge and analytical skills necessary to deal critically with U.S. history and to excel on the Advanced Placement exam in U.S. history, and (2) prepare students for intermediate and advanced college courses in American history. Students will learn to assess historical materials -- their relevance to a given interpretive problem, their reliability, and their importance -- and to weigh the evidence and interpretations presented in historical scholarship. Students will develop skills necessary to arrive at conclusions on the basis of informed judgment and to present reasons and evidence clearly and persuasively orally and in writing. As a survey of U.S. history, the course begins the American story before European and African colonization and continues into the 21st Century. Political and social history is given preeminence in the course. In May, students will sit for the AP U.S. History exam.

AP PSYCHOLOGY

FULL-YEAR COURSE

Open to 12

Prerequisite: Department recommendation

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.



HISTORY ELECTIVES

SEMESTER COURSES

Open to 12

Seniors have the unique opportunity to enroll in a variety of semester-long electives. The expertise of the History faculty allow the department to offer a range of courses, some of which are offered on a rotational basis. Listed below are the courses offered in the 2026-27 academic year. A student may, with permission of the department, opt to take any history elective as an Honors course. The primary additional requirement for an Honors designation is a formal essay of a minimum of at least 1250 words / 5 double-spaced pages. The essay will be persuasive in nature, based on an original thesis (have a thesis that the student supports) and pull from significant readings (books and/or articles). Significant check-points will be agreed upon by the instructor and student as the student researches and writes. The Honors essay (and check-ins) will count as 20% of the student's grade.

COMPARATIVE GOVERNMENTS AND ECONOMICS

SEMESTER 1 COURSE

This course explores how governments function around the world and introduces the fundamentals of economics, showing how political and economic systems shape societies. In the first quarter, students will analyze and compare democratic institutions and examine how they influence governance and civic participation. The second quarter will focus on key economic principles such as supply and demand, markets, and fiscal policy, while comparing economic systems and data from countries around the globe. Through discussions, case studies, and projects, students will develop the skills to think critically about the relationship between politics and economics in today's world.

HONORS AFRICAN AMERICAN STUDIES

SEMESTER 1 COURSE

This course will examine the processes of African migration and diaspora, particularly as it relates to the creation and evolution of African communities in the Americas beyond the system of chattel slavery and the slave trade. Explorations of African American artistic and creative expression, such as music, film, art and literature, will be a central focus and theme. Students can take this course as a semester course OR as part one of a year-long sequence in African American Studies. **Note: This course can ONLY be taken as an Honors elective; there is no non-Honors version of this course.**



HISTORY OF THE MIDDLE EAST AND NORTH AFRICA

SEMESTER 1 COURSE

The purpose of this course is to develop our understanding of the Middle East and North Africa, from the birth of Mohammed in 570 CE, to the rise of the Ottoman and Safavid Empires in the 13th-15th centuries. We will examine how the region we currently call the Middle East developed from its founding period to the age of pre-modern empires. In addition, we will develop our ability to analyze historical documents, to synthesize large amounts of data into succinct reports, and, more generally, to understand the ways in which the region's history informs contemporary events. Topics covered in this course include: the origins and early ideas of Islam, the Rightly guided caliphs, the first Islamic civilizations, the Islamic Sultanates, the Crusades and the Mongolian invasion, and the founding period of the gunpowder empires. We will place these people and cultures in a larger global context and question how they continue to impact modern societies. We will also learn about the critical links between the history of Islam and the history of the World.

HISTORY OF THE RENAISSANCE & REFORMATION

SEMESTER 1 COURSE

This course is a survey of European history from the years 1300 to 1650, and students will focus on two pivotal movements: The Renaissance and the Protestant Reformation. Students will explore and learn about daily life in the late medieval world, the shattering effects of the Bubonic Plague, the development of Humanism and advancements in new artistic techniques, the changing political landscape in continental Europe, the religious changes spurred on by the Protestant Reformation, and the impact of the Roman and Spanish Inquisitions on scientific thought. Students will be required to read primary source documents, participate in Harkness discussions, and write argumentative essays. At the end of the course, students are expected to create a digital museum curating artifacts from the period to construct an encompassing history of the Renaissance.

THE VIETNAM WAR

SEMESTER 2 COURSE

This course aims to analyze the US's motivation for participating in the Vietnam War. We will specifically investigate how each presidential administration chose to participate in the war and the consequences that followed. By the end of the course, students will write an argumentative analysis about main goal of the war was and whether that goal was achieved. Our core text is *The Vietnam War: A Concise International History* by Mark Atwood Lawrence. The course is a mixture of source analysis, lectures, and discussion activities.



HONORS AFRICAN AMERICAN STUDIES

SEMESTER 2 COURSE

This course focuses on African American resistance, resilience, and persistence in the United States, especially as these pertain to the development of African American identities and cultures. Music, film, art and literature will be central pieces of source material for this course. Students may take this course as a semester course OR take it as part 2 of a year-long sequence in African American Studies. **Note: This course can ONLY be taken as an Honors elective; there is no non-Honors version of this course.**

POLITICAL ISLAM

SEMESTER 2 COURSE

Political Islam has become a highly important topic in world politics. Although it has been discussed among Muslim intellectuals and politicians as well as instrumentalized in some of the Muslim-majority countries starting with the Iranian Revolution of 1979, it has gained global recognition in political and academic discussions. This course focuses on the ways in which Islam has been instrumentalized as a way of political identity and action. The course abstains, however, from restricting itself to mere introduction of various Islamist figures, groups, and organizations. In that respect, the course aims to go beyond the strictly informational, descriptive accounts and stays away from oversimplified, single-sided and shallow examinations of political Islam. Accordingly, this course offers an analytical, critical, and interrogative approach to the subject matter. Adopting a multidimensional approach, this course examines multiple aspects of political Islam in the Middle East. Analyzing the subject from multiple dimensions also paves the way to introduce some relevant concepts and terms including modernity, secularism, nationalism, pluralism, tolerance, and ideology.

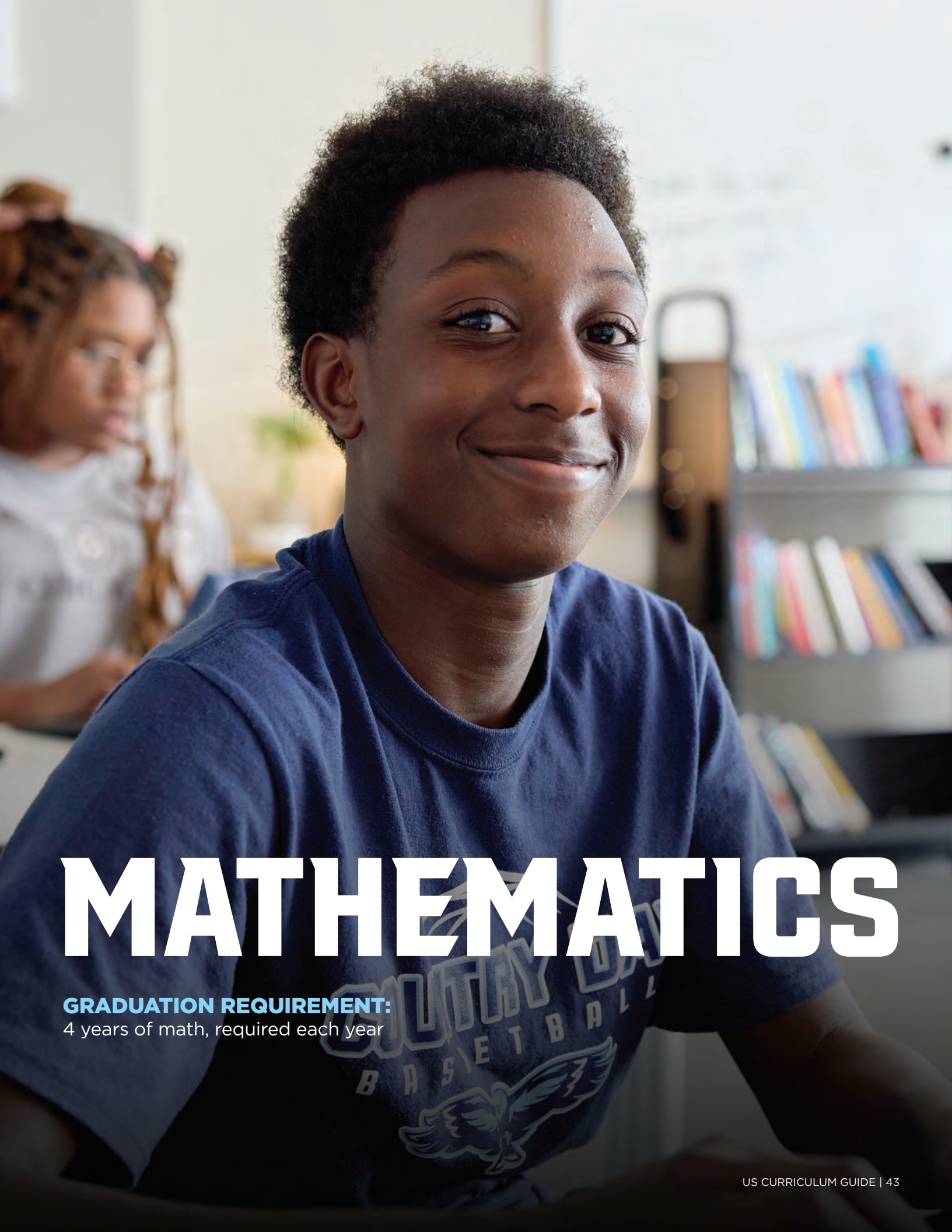
21ST CENTURY GEOPOLITICAL ISSUES

SEMESTER 2 COURSE

This course is a survey of contemporary geopolitical issues in the international community and the United States' role in mediating these affairs. Specifically, this course seeks to examine dire circumstances between the western world and Russia after the dissolution of the Soviet Union, the changing relations between China and the United States after the Chinese Communist Revolution, and the evolving political turbulence in the Middle East after decolonization.

Students will be required to report on current events throughout the course while understanding potential media biases among foreign correspondents. Throughout the duration of the course, the Harkness method will be utilized to discuss engaging primary and secondary sources on the topics being taught. Along with this, there will be a number of opportunities to participate in Geopolitical Simulations inspired by the Council on Foreign Relations. At the end of the course, students are expected to create a detailed video essay that offers viewers an opportunity to gain a greater insight into an ongoing geopolitical issue that has been thoroughly researched.



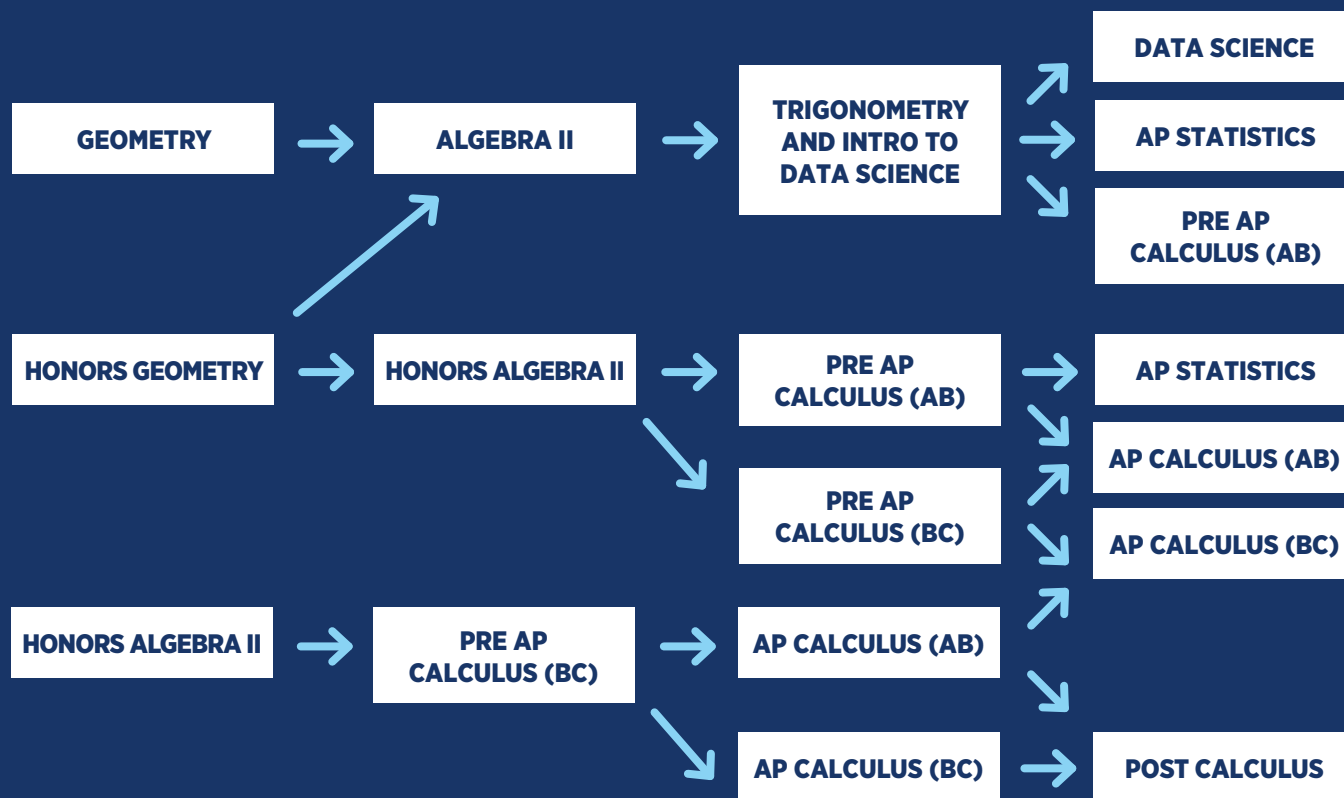


MATHEMATICS

GRADUATION REQUIREMENT:

4 years of math, required each year

MATHEMATICS COURSE PROGRESSION



GEOMETRY

FULL-YEAR COURSE

Open to 9

The primary focus of this course is geometric investigation, hypothesis formation, and proof. This is the first course in which students are introduced to the formal nature of mathematical proof. The major topics in the course are congruence, similarity, right triangle trigonometry, circles, polygons, parallelism, area, and volume.

HONORS GEOMETRY

FULL-YEAR COURSE

Open to 9

Prerequisite: Department recommendation

The primary focus of this honors course is geometric investigation, hypothesis formation, and proof. This is the first course in which students are introduced to the formal nature of mathematical proof, which is a major component of the course throughout the year. The major topics in the course are congruence, similarity, right triangle trigonometry, circles, polygons, parallelism, area, and volume. The instructor will add topics that are of interest to the students.

ALGEBRA II

FULL-YEAR COURSE

Open to 9, 10

Prerequisite: Geometry or Honors Geometry

This course gives further depth to the concepts developed in Algebra I and covers the following topics: a review of solving linear, quadratic, rational, and radical equations; general properties of functions; linear and quadratic functions (their graphs and defining features); polynomial functions; rules of exponents; radical functions; and exponential and logarithmic functions.

HONORS ALGEBRA II

FULL-YEAR COURSE

Open to 9, 10

Prerequisite: B+ or higher in Honors Geometry

This advanced course covers much of the material in Algebra II, emphasizing extensions and applications of each topic. In addition, students are introduced to the following topics: an introduction to matrices, 3×3 systems of equations, systems of nonlinear equations, and conics. The instructor may add or remove certain topics as time permits. Also, since problem solving is an integral part of this course, students spend a considerable amount of time translating problems presented in written form to equivalent statements in mathematics. The students find solutions to the problems and express the results in written form.

TRIGONOMETRY AND INTRO TO DATA SCIENCE

FULL-YEAR COURSE

Open to 10, 11, 12

Prerequisite: Algebra II

This course is designed to be a transition from function-based mathematics to statistics and data analysis. The first semester emphasizes foundational trigonometric topics starting with geometric definitions and working through analytical trigonometry, including law of sines and cosines (time permitting). During the second semester, students will begin studying Data Science. Topics include visual representations of data, data ethics, measures of center, distributions, sampling and variability, and linear regression with bivariate data. A variety of technological tools, including Excel, will be incorporated into this course.



PRE-AP CALCULUS AB

FULL-YEAR COURSE

Open to 10, 11, 12

Prerequisite: B- or higher in Honors Algebra II or A in Algebra II and department recommendation; Students may also enroll following completion of Trigonometry and Intro to Data Science with an A- in the Trigonometry portion of the class and recommendation from both the teacher and Math Department Chair

This Honors course covers topics that lay the foundation for AP Calculus AB. Topics include: a review of exponential functions (including the number e) and logarithmic functions (including the natural log), a major unit on trigonometric functions (their graphs, properties, equations, and identities), properties and applications of polynomial, radical and rational functions, and an introduction to limits as it applies to AP Calculus.



PRE-AP CALCULUS BC

FULL-YEAR COURSE

Open to 10, 11, 12

Prerequisite: B+ or higher in Honors Algebra II and department recommendation

This Honors course covers topics that lay the foundation for AP Calculus BC. The Precalculus topics covered include a major unit on trigonometric functions (their graphs and properties, equations, and identities) and a continuation of inverse functions, logarithmic functions, and exponential functions. Following this work, students will begin the study of Calculus. Topics to be covered include limits and derivatives, including methods of evaluating limits, continuity, equations of tangent lines, basic differentiation rules, product, quotient, and chain rules, implicit differentiation, an introduction to integration, parametric and polar equations, and an introduction to sequences and series.

DATA SCIENCE

FULL-YEAR COURSE

Open to 11, 12

Prerequisite: Trigonometry and Data Science or department recommendation

This project-based course is designed to be the terminal experience in our statistics and data-based mathematics curriculum. The fundamental goal of this course is for students to become educated consumers of data while also developing the ability to make arguments based not on opinion, but instead on what the data tells them. Topics covered include algorithmic thinking, basics of programming, simulation and probability, categorical data and two-way tables, data collection, normalizing data, writing reports and communicating findings using data, and machine learning. A variety of technological tools, including Excel, EduBlocks, and Power BI will be incorporated into this course. **Note: This course may be taken as a second math course.**

AP CALCULUS AB

FULL-YEAR COURSE

Open to 11, 12

Prerequisite: B or higher in Pre-AP Calculus AB and department recommendation

This AP class is roughly equivalent to one semester of college Calculus. The course covers the following topics: functions, limits, instantaneous rate of change for functions, derivatives of algebraic functions, applications of the derivative, integration, applications of the definite integral, transcendental functions, methods of integration, separable differential equations, slope fields, and applications of integrals. In May, students sit for the AP Calculus AB exam.

AP CALCULUS BC

FULL-YEAR COURSE

Open to 11, 12

Prerequisite: A- or higher in Pre-AP Calculus (BC) and department recommendation

This AP class is roughly equivalent to two semesters of college Calculus. In addition to all the topics included in AP Calculus AB, the course includes more methods of integration, logistic models, polar equations and applications, parametric equations and applications, infinite sequences and series, and Taylor series approximations. In May, students sit for the AP Calculus BC exam.

POST-AP LINEAR ALGEBRA

FULL-YEAR COURSE

Open to 12

Prerequisite: A- or higher in AP Calculus AB or AP Calculus BC and department recommendation

This course is designed for students who have successfully completed AP Calculus (AB or BC) or who are concurrently taking AP Calculus BC and have a strong interest in mathematics. The following topics are covered: systems of linear equations and matrix algebra, n -dimensional vector spaces over $\mathbb{R}$, vector geometry, eigenvalues and eigenvectors, matrices as linear transformations, orthogonality and least squares problems, and abstract systems like groups, fields, and rings. **Note: This course is offered on a rotational basis with the other post-AP math courses.**

POST-AP MULTIVARIABLE CALCULUS

NOT OFFERED IN 2026-27

FULL-YEAR COURSE

Open to 12

Prerequisite: A- or higher in AP Calculus AB or AP Calculus BC and department recommendation

This course is designed for students who have successfully completed AP Calculus (AB or BC) or who are concurrently taking AP Calculus BC and have a strong interest in mathematics. It covers vector and multi-variable calculus and includes the following topics: review of specific AP Calculus BC topics, vectors and matrices, surfaces, parametric curves, partial derivatives, double and triple integrals, and 3-dimensional space. Students will learn how to express these mathematical ideas numerically, graphically, and algebraically. **Note: This course is offered on a rotational basis with the other post-AP math courses.**



POST-AP DIFFERENTIAL EQUATIONS

NOT OFFERED IN 2026-27

FULL-YEAR COURSE

Open to 12

Prerequisite: A- or higher in AP Calculus BC and department recommendation

This course is designed for students who have successfully completed AP Calculus (AB or BC) and have a strong interest in mathematics. The following topics are covered (all of which include general and initial value problems): separable equations, linear equations, exact equations, homogeneous and nonhomogeneous linear equations of higher order, superposition and annihilator approaches to undetermined coefficients. **Note: This course is offered on a rotational basis with the other post-AP math courses.**

AP STATISTICS

FULL-YEAR COURSE

Open to 11, 12

Prerequisite: Completion of or concurrent enrollment in Pre-AP Calculus (AB or BC), and department recommendation

This elective course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. The TI-84 graphing calculator will be an important tool for modeling and analyzing small data sets. The course covers the following topics: graphical displays of data, summarizing, and comparing distributions of univariate data; exploring bivariate and categorical data, planning, and conducting surveys and experiments, probability as relative frequency, combining random variables, the normal distribution, simulating sampling distributions, confidence intervals, tests of significance and t-distributions.

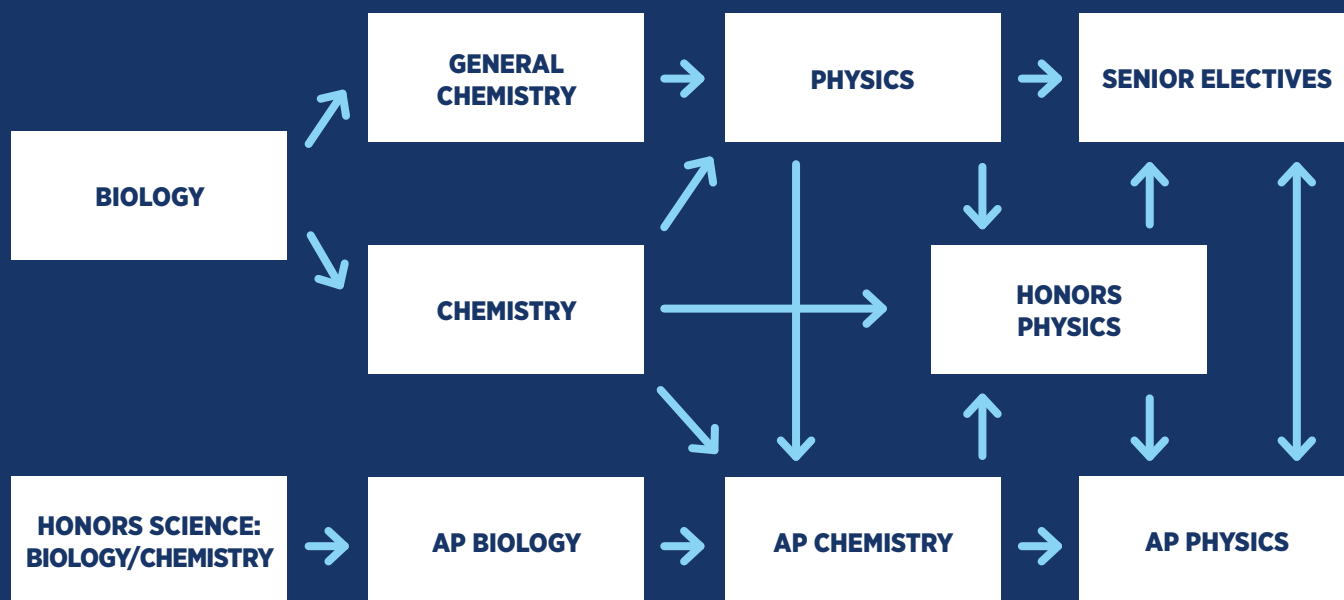


SCIENCE

GRADUATION REQUIREMENT:

Three years of science: biology and two additional science courses, including a physical science and an advanced science

SCIENCE COURSE PROGRESSION



BIOLOGY

FULL-YEAR COURSE

Open to 9

Introductory Biology is both descriptive and inquiry oriented. A major theme of the course is evolution by natural selection. Topics in biochemistry, cell biology, reproduction, and genetics lay the groundwork for a deep investigation of Darwin's Theory followed by a study of plant and animal physiology. Laboratory work is a key component to both the understanding of the content and the nature of scientific inquiry. Taxonomy, anatomy, and physiology are treated as consequences of natural selection.

HONORS SCIENCE: BIOLOGY/CHEMISTRY

FULL-YEAR COURSE

Open to 9

Prerequisite: Department recommendation

Honors Freshmen Science is designed to prepare students for future courses in AP Biology and AP Chemistry. The students are carefully selected to ensure they are capable of handling such advanced material. The course covers introductory high school chemistry topics and begins the AP Biology curriculum that continues during the sophomore year. Students should leave the course with an appreciation for the inevitable overlaps between chemistry and biology.

AP BIOLOGY

FULL-YEAR COURSE

Open to 10, 11, 12

Prerequisite: Honors Science: Biology/ Chemistry OR Biology and Chemistry, and department recommendation

This advanced level course is a continuation of Honors Science. Designed to simulate an introductory college biology course, it is challenging and exposes the student to concepts and experimental studies of a sophisticated nature. While a large amount of material is discussed in class, students remain responsible for learning a fair amount of the subject matter on their own through text and outside reading. The pace of the course is brisk and the work is intense.

GENERAL CHEMISTRY

FULL-YEAR COURSE

Open to 10, 11

Prerequisite: Biology

This course is a college-preparatory chemistry course. Students learn major concepts and laboratory skills in the context of everyday chemical processes and by exploring current issues relating to chemical technology and society. While problem solving is an important course component it is not necessary for students to have a strong mathematics background to be successful. An emphasis is placed on lab activities and projects.

CHEMISTRY

FULL-YEAR COURSE

Open to 10, 11, 12

Prerequisite: Biology

The Chemistry program is designed to introduce students to both the descriptive and quantitative aspects of chemistry. The course emphasizes problem-solving skills. When possible, new ideas are introduced through experiment or demonstration, with emphasis placed on the interpretation and analysis of data. Students develop laboratory skills and make use of computer technology in both the collection and analysis of data. The course teaches students to understand and apply chemical concepts while gaining an understanding of chemistry's relationship with current societal issues and everyday life.



AP CHEMISTRY

FULL-YEAR COURSE

Open to 11, 12

Prerequisite: Honors Science: Biology/Chemistry OR Chemistry, and department recommendation

AP Chemistry is a demanding, fast-paced course that constitutes the third year of the honors science sequence. It represents an expansion of the regular Chemistry course, particularly focusing on topics recommended by the Advanced Placement program. Examples of topics explored in greater depth are kinetics, thermodynamics, equilibrium, oxidation-reduction reactions, and introductory organic chemistry. Laboratory work involves the use of sophisticated equipment and techniques, including gravimetric analysis, calorimetry, spectrophotometry, and titrations, and often incorporates the use of computer probes and graphing software. Inquiry learning is emphasized throughout the course, both in the classroom and in the lab. Enrolled students must have completed three years of lab science or be currently in the honors sequence. On rare occasions students may opt to take this course as a second year of chemistry.

PHYSICS

FULL-YEAR COURSE

Open to 11, 12

Prerequisite: Honors Science: Biology/Chemistry OR Biology AND Chemistry

Physics is an introductory, conceptual-focused course in mechanics, which provides hands-on experience with the basic principles of physics, along with rigorous practice in logical thinking skills. In Physics, students study natural and human-centered phenomena and their underpinning physical laws, from the orbits of planets to the launching of rockets, from roller coasters and bumper cars to weightlifting and ice skating. Students use traditional analogue tools as well as sophisticated computerized sensors to gather and analyze data while exploring physical phenomena both qualitatively and quantitatively. Students use results from experiments to understand and apply physical laws which then are used to make new predictions. Students engage in mathematical problem solving as well to hone logical and quantitative skills. Physics is designed for students to develop an appreciation for the physical world and the processes that make the universe run, with wide relevancy to many fields. Topics include motion, forces and Newton's laws, momentum, energy, rotation, and gravitation, with applications in real-world systems, interactions, and problems.



HONORS PHYSICS: CHARGED PARTICLES AND WAVES

FULL-YEAR COURSE

Open to 11, 12

Prerequisite: Chemistry, completion of or concurrent enrollment in Pre-AP Calc (AB or BC), and department recommendation

Honors Physics of Charged Particles and Waves is a challenging, algebra- and trigonometry-based physics course that covers a wide variety of topics beyond those covered in an introductory mechanics course. The physics of charged particles and waves encompasses many fascinating phenomena, from electrical circuits and power generation to musical harmonic series, construction of telescopes, and radioactive decay. Students will begin the year by investigating how charged particles form the foundation of everyday interactions and power our modern world. In the second semester, students will explore how many phenomena exhibit wave behavior and how this behavior underpins all natural systems. Topics include electrostatics, circuits, electromagnetism, optics, sound waves, and quantum physics. The course will have a heavy emphasis on challenging mathematical problem solving (algebra- and trigonometry-based), with additional significant work in the laboratory using sophisticated computer-driven sensors for precise data collection and analysis. This course is designed to be a standalone physics course, equally suited to those who have taken physics before or for whom this is their first physics course. This course may be taken concurrently with AP Physics C: Mechanics.

AP PHYSICS C: MECHANICS

FULL-YEAR COURSE

Open to 11, 12

Prerequisite: Honors Science: Biology/ Chemistry OR Biology AND Chemistry; completion of or concurrent enrollment in Calculus AB or BC; and department recommendation

AP Physics C: Mechanics is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. In AP Physics, students delve deeply into various physical phenomena, from fluid resistance and orbital mechanics to collisions and harmonic oscillators. In-depth connection is made between physical phenomena and mathematical understanding through calculus, in which students use mathematical descriptions of nature to design and conduct rigorous experiments. Students cultivate their understanding of physics through classroom study, challenging problem sets, and hands-on, inquiry-based laboratory work. Using sophisticated computer-driven sensors and technology, students are able to precisely examine natural phenomena and make discoveries through experimentation. AP Physics is designed to prepare students to engage in rigorous, demanding study at the college level in physical science. Topics covered in this course include forces and Newton's laws, descriptions of motion, energy, momentum, rotation, and oscillation.

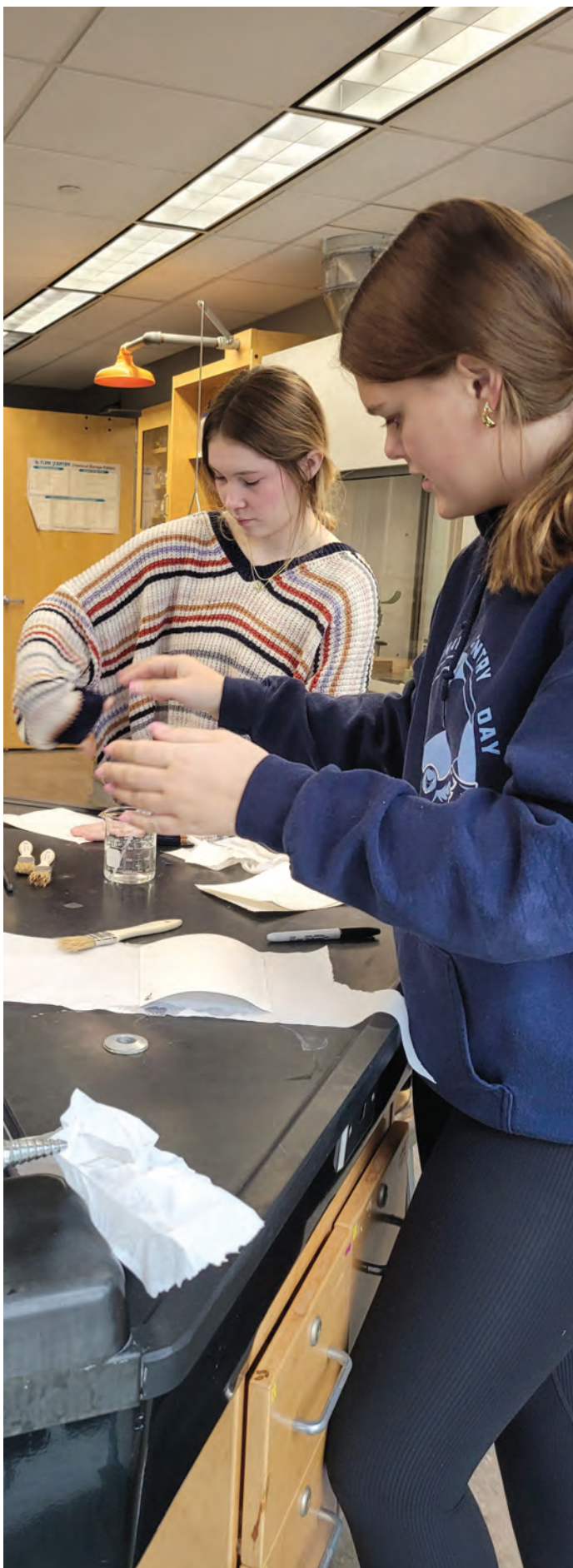
ENVIRONMENTAL SCIENCE / AP ENVIRONMENTAL SCIENCE

FULL-YEAR COURSE

Open to 12

Prerequisite: Biology, Chemistry, and, for AP Environmental Science, department recommendation

Environmental Science is an introductory course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. This course will include field research, laboratory exercises, and projects. Note: The same curriculum is covered in standard level and AP Environmental Science while course assessments are differentiated with AP level tests and quizzes featuring more application-based questions to prepare students for success on the AP exam. In May, students enrolled in AP Environmental Science sit for the AP exam.



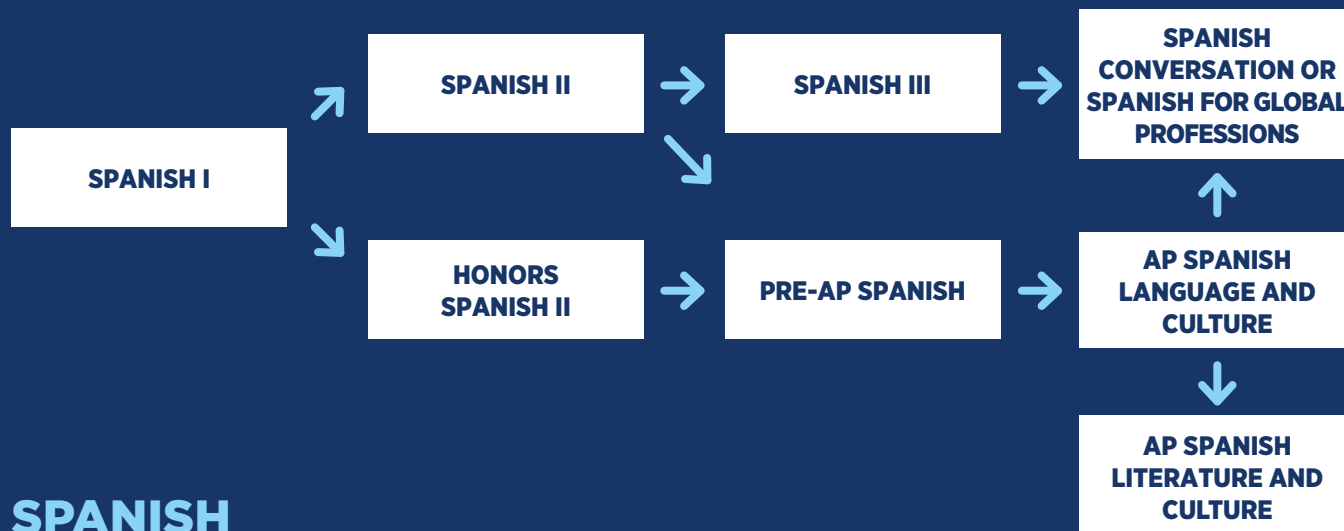
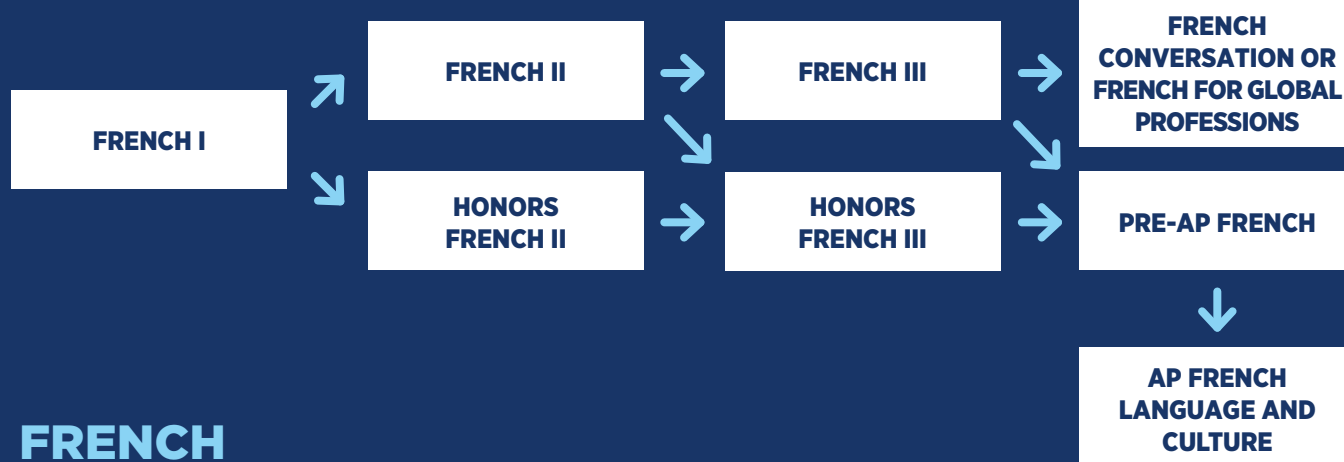
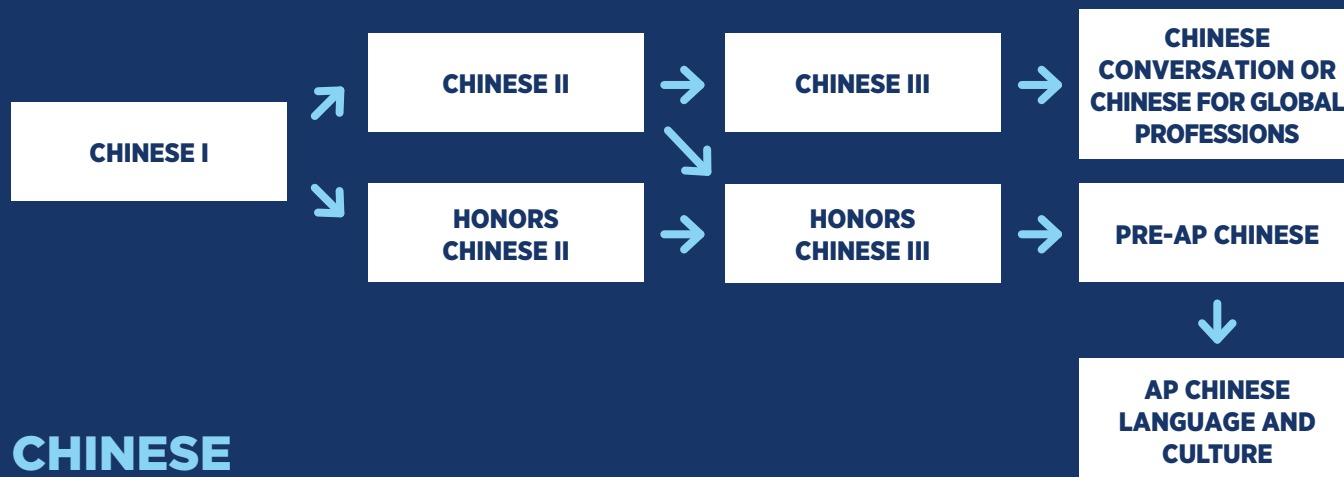


WORLD LANGUAGES

GRADUATION REQUIREMENT:

Three years of the same language

WORLD LANGUAGE COURSE PROGRESSIONS



CHINESE

CHINESE I

FULL-YEAR COURSE

Open to 9, 10, 11, 12

This course is designed to introduce students to the study of the Chinese language. A student at the novice level can identify the general topic and present some basic information in both very familiar and everyday contexts by recognizing practices or memorized characters in texts that are written and words, phrases and simple sentences in speech. Students learn to differentiate tones and to use pinyin. A student can identify products and practices on his/her own and in the Chinese culture to help understand cultural perspectives. A student can interact at a survival level in some familiar everyday contexts.

CHINESE II

FULL-YEAR COURSE

Open to 9, 10, 11, 12

Prerequisite: Chinese I

This course is designed to build upon the basic skills acquired in Chinese I by reinforcing prior topics, introducing new themes, and acquiring more advanced structures. Tonal pronunciation, speaking, writing and reading comprehension as well as grammatical accuracy and cultural awareness will be emphasized throughout the course. A student can communicate in spontaneous spoken and written conversations on both very familiar and everyday topics, using a variety of practiced or memorized characters and words, phrases, simple sentences, and questions. The course takes the students beyond the text and exposes them to authentic language through video and audio and interactive internet-based tools. The course is designed to build competency and proficiency in all areas of communication: speaking, listening, reading, writing and cultural perspectives.

HONORS CHINESE II

FULL-YEAR COURSE

Open to 9, 10, 11, 12

Prerequisite: Chinese I and department recommendation

This course is designed to build upon the basic skills acquired in Chinese I by reinforcing prior topics, introducing new themes, and acquiring more advanced structures. Tonal pronunciation, speaking, writing and reading comprehension as well as grammatical accuracy and cultural awareness will be emphasized throughout the course. A student can communicate in spontaneous spoken and written conversations on both very familiar and everyday topics, using a variety of practiced or memorized characters and words, phrases, simple sentences, and questions. The course takes the students beyond the text and exposes them to authentic language through video and audio and interactive internet-based tools. The course is designed to build competency and proficiency in all areas of communication: speaking, listening, reading, writing and cultural perspectives. Conversational skills include asking and answering questions, more detailed descriptions, and comparisons. Proficiency in asking and answering questions, describing and making comparisons, as well as narrating in the present, past and future are objectives of this course. The accelerated pace and depth of this course require students to be independent in their learning.

CHINESE III

FULL-YEAR COURSE

Open to 10, 11, 12

Prerequisite: Chinese II

This course is designed to build from the intermediate-low level proficiency acquired through prior Chinese courses and integrates the three modes of communication (interpersonal, interpretive, and presentational) to reach the intermediate level of proficiency. Students will learn to communicate with relatively simple Chinese in various daily situations and strengthen writing and reading comprehension. Grammatical accuracy and cultural awareness will also be emphasized throughout the course. AP Chinese Language and Culture assessment formats will be introduced. The students will be evaluated in the areas of writing, typing, reading and speaking performance using a combination of in-class, hard-copy and online assessments.

PRE-AP CHINESE

FULL-YEAR COURSE

Open to 11, 12

Prerequisite: Chinese III and department recommendation

This course is designed to help students further develop their intermediate-high level of proficiency acquired through prior Chinese courses across the three modes of communication (interpersonal, interpretive, and presentational) to reach the advanced-low level of proficiency. Students will learn to communicate using more complex Chinese in various daily situations aligned with preparation for the AP Chinese assessment formats. Comparisons and narratives are introduced in stages throughout the course. Students will be evaluated in the areas of writing, typing, reading, and speaking performance using a combination of in-class, hard-copy and on-line assessments.

HONORS CHINESE III

FULL-YEAR COURSE

Open to 10, 11, 12

Prerequisite: Chinese II and department recommendation

This course is designed to build from the intermediate-low level proficiency acquired through prior Chinese courses and integrates the modes of communication (interpersonal, interpretive, and presentational) to reach the intermediate-mid level of proficiency. Students will learn to communicate more effectively in Chinese in various daily situations, strengthening their speaking, reading, and writing comprehension. Independent reading of literary and non-literary texts is incorporated. Grammatical accuracy and cultural awareness will also be emphasized throughout the course. The AP Chinese Language and Culture assessment formats will be introduced. This course moves at an accelerated pace, dives deeply into content, covers an increased number of vocabulary words, and relies on students acting as independent learners.

CHINESE CONVERSATION*

FULL-YEAR COURSE

Open to 11, 12

Prerequisite: Chinese III

Designed for students who have successfully completed Level III of the language, students will broaden vocabulary and improve proficiency as they engage in conversations while investigating the diversity of Chinese-speaking cultures. Student input will help decide thematic units, which could include cooking, education, cinema, travel, current events, technology, and the environment, among others. An important goal is to expand the students' view of the Chinese-speaking world and increase cultural awareness. **Note: This course is not offered in the 2026-27 school year.**



CHINESE FOR GLOBAL PROFESSIONS*

FULL-YEAR COURSE

Open to 11, 12

Prerequisite: Chinese III

Designed for students who have successfully completed Level III of the language, students will explore the diversity of Chinese-speaking countries in this intermediate level course. This course is for students interested in careers for which they will need to interact with Chinese-speaking communities and speakers in the United States or abroad. Students will continue the study of the Chinese language and culture for specific professional purposes: business, translation and interpretation, and health. Students will expand their vocabularies and improve their proficiency as they investigate potential fields, such as business, medicine, arts, tourism, political science, hospitality, athletics, and social media, among others.

AP CHINESE LANGUAGE AND CULTURE

FULL-YEAR COURSE

Open to 12

Prerequisite: Pre-AP Chinese and department recommendation

This course is designed for motivated students who are interested in taking a higher-level Chinese course. The class level is equivalent to a college/university course in Mandarin Chinese. It is designed to prepare students to take the AP Chinese Language and Culture examination. Special emphasis is placed on the use of authentic source materials related to culture and current events and the integration of language skills. Specific work includes analysis of articles and literature, formal and informal spoken presentation, formal and informal writings, a variety of audio/visual supplements related to conversation, announcements, news reports, and academic and cultural topics related to the Chinese-speaking world. Students will be introduced to the six AP thematic units: Personal and Public Identities, Families and Communities, Contemporary life, Beauty and Aesthetics, Science and Technology and Global Challenges.

FRENCH

FRENCH I

FULL-YEAR COURSE

Open to 9, 10, 11, 12

This course is designed to introduce students to the study of the French Language. Speaking, listening, reading, and writing skills in French are incorporated into this course as well as an introduction to French and Francophone cultures. The course takes the students beyond the text and exposes them to authentic language through video and audio recordings and the internet. The course is designed to build competence in basic communicative areas: greetings, weather, time, family, restaurants, school, sports, health, clothing, vacation, travel and leisure time activities. Proficiency in simple questions and answers, descriptions, narration in the present and past, and simple explanations are objectives in this course.

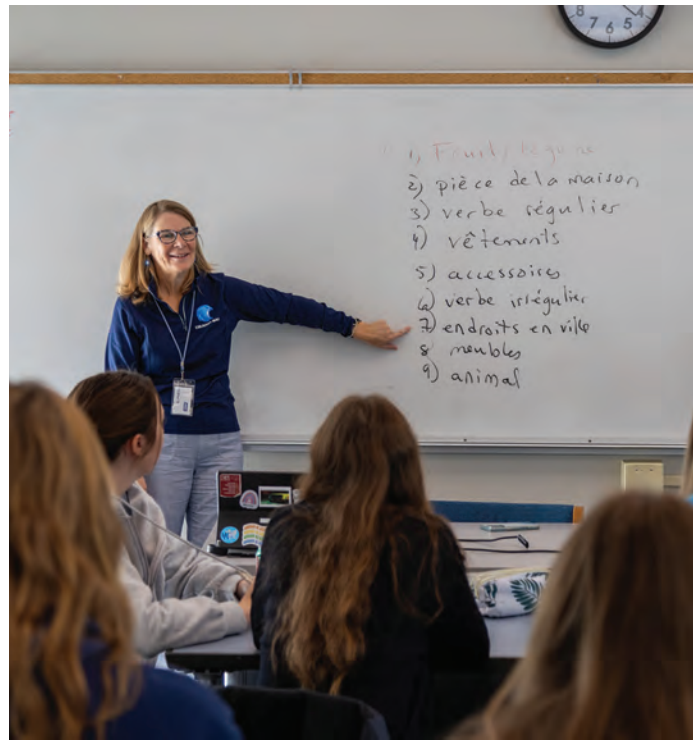
FRENCH II

FULL-YEAR COURSE

Open to 9, 10, 11, 12

Prerequisite: French I

This course is designed to build upon the basic skills acquired in French I by reinforcing certain topics, introducing new themes, and acquiring more advanced structures. All four skills (speaking, listening, reading, and writing) are incorporated, as well as culture. The course takes the students beyond the text and exposes them to authentic language through video and audio recordings and the internet. The course is designed to build competency in basic areas of communication such as family relationships, food and restaurants, home and furnishings, leisure-time activities, fitness, fashion, personal appearance, entertainment, and travel. Proficiency in asking and answering questions, describing and making comparisons as well as narrating in the present, past, and future are course goals.



HONORS FRENCH II

FULL-YEAR COURSE

Open to 9, 10, 11, 12

Prerequisite: French I and department recommendation

This course is designed to build upon the basic skills acquired in French I by reinforcing certain topics, introducing new themes, and requiring more advanced structures. All four skills (speaking, listening, reading, and writing) are incorporated, as well as culture. The course takes the students beyond the text and exposes them to authentic language through video and audio recordings and the internet. The course is designed to build communicative competency in family relationships, food and restaurants, home and furnishings, leisure-time activities, fitness, fashion, personal appearance, entertainment, and travel. Conversational skills include asking and answering questions, more detailed descriptions, and comparisons. Proficiency in asking and answering questions, describing and making comparisons, as well as narrating in the present, past and future are objectives of this course. The accelerated pace and depth of this course require students to be independent in their learning.

FRENCH III

FULL-YEAR COURSE

Open to 9, 10, 11, 12

Prerequisite: French II

This course is designed to build upon what students have studied in French II. All four skills (speaking, listening, reading, and writing) are incorporated, as well as culture. Students are exposed to authentic language through video and audio recordings and the internet. The course is designed to build competency in basic areas of communication such as polite requests, occupation and professions, school and studies, finding one's way, daily routines, health, complaints and criticism. Proficiency in asking and answering questions, describing and making comparisons as well as narrating in the present, past, and future are objectives of this course. Students work on extended conversation in the target language with appropriate pronouns and more complex sentence structures.

HONORS FRENCH III

FULL-YEAR COURSE

Open to 9, 10, 11, 12

Prerequisite: French II and department recommendation

This course builds on what students have studied in Honors French II. All four skills (speaking, listening, reading, and writing) are incorporated, as well as culture. The course takes the students beyond the text and exposes them to authentic language through video and audio recordings and the internet. The course is designed to build communicative competency in the areas of polite requests, occupation and professions, school and studies, finding one's way, daily routines, health, complaints and criticism. Narrating in the present, past, and future; presenting hypothetical situations and expressing wishes, desires, and fears are objectives. The accelerated pace and depth of this course require students to be independent in their learning.

PRE-AP FRENCH

FULL-YEAR COURSE

Open to 10, 11, 12

Prerequisite: French III or Honors French III and department recommendation

This course builds on what students have studied in Honors French III. All four skills (speaking, listening, reading, and writing) are incorporated, as well as culture. The course takes the students beyond the text and exposes them to authentic language through video and audio recordings and the internet. The course is designed to build communicative competency. Students narrate past, present, and future events; make hypothetical statements in the present and past; express opinions, desires and doubts; explain and support opinions. Students work on extended conversation in the target language with appropriate pronouns and more complex sentence structures. The accelerated pace and depth of this course require students to be independent in their learning.

FRENCH CONVERSATION*

FULL-YEAR COURSE

Open to 10, 11, 12

Prerequisite: French III

Designed for students who have successfully completed Level III of the language, students will broaden vocabulary and improve proficiency as they engage in conversations while investigating the diversity of French-speaking cultures. Student input will help decide thematic units, which could include cooking, education, cinema, travel, current events, technology, and the environment, among others. An important goal is to expand the student's view of the French-speaking world and increase cultural awareness. **Note: This course is not offered in the 2026-27 school year.**



FRENCH FOR GLOBAL PROFESSIONS*

FULL-YEAR COURSE

Open to 10, 11, 12

Prerequisite: French III

Designed for students who have successfully completed Level III of the language, students will explore the diversity of French-speaking countries in this intermediate level course. This course is for students interested in careers for which they will need to interact with Francophone communities and speakers in the United States or abroad. Students will continue the study of the French language and culture for specific professional purposes: business, translation and interpretation, and health. Students will expand their vocabularies and improve their proficiency as they investigate potential fields, such as business, medicine, arts, tourism, political science, hospitality, athletics, and social media, among others.

AP FRENCH LANGUAGE AND CULTURE

FULL-YEAR COURSE

Open to 11, 12

Prerequisite: Pre-AP French and department recommendation

This is a college-level course that prepares students for the AP French Language & Culture Exam in May. Students work in all three modes of communication: interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing. We examine practices, products, and perspectives of francophone cultures. The course is structured around the AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Throughout the course students are required to express themselves in French.

SPANISH

SPANISH I

FULL-YEAR COURSE

Open to 9, 10, 11, 12

This course is designed to introduce students to the study of the Spanish Language. Speaking, listening, reading, and writing skills will be incorporated, as well as an introduction to Hispanic cultures. The course takes the students beyond the text and exposes them to authentic language through video and audio recordings and the internet. The course focuses on communicative acts such as greetings, commands, nationalities, numbers, time, months, school, family, professions, foods, leisure activities, weather and locations. Competence in simple questions and answers, descriptions, narration in the present, and simple explanations are objectives.

SPANISH II

FULL-YEAR COURSE

Open to 9, 10, 11, 12

Prerequisite: Spanish I

This course is designed to build upon the basic skills acquired in Spanish I by reinforcing certain topics, introducing new themes, and requiring more advanced structures. All four skills (speaking, listening, reading, and writing) are incorporated, as well as culture. The course takes the students beyond the text and exposes them to authentic language through video and audio recordings and the internet. The course focuses on communicative areas such as family, dining, holidays, geography, health, and technology. Conversational skills will include asking and answering questions, offering detailed descriptions, and making comparisons. Narrating in the present and past tenses and expressing personal wishes and needs are objectives.



HONORS SPANISH II

FULL-YEAR COURSE

Open to 9, 10, 11, 12

Prerequisite: Spanish I and department recommendation

This course is designed to build upon the basic skills acquired in Spanish I by reinforcing certain topics, introducing new themes, and requiring more advanced structures. All four skills (speaking, listening, reading and writing) are incorporated as well as culture. The course takes students beyond the text and exposes them to authentic language through video and audio recordings and the internet. The course focuses on communicative acts related to sports, dining, travel, geography, residence, and transportation. Competence in narrating in the present, past, and future tenses and the subjunctive mood is introduced. The accelerated pace and depth of this course require students to be independent in their learning.

SPANISH III

FULL-YEAR COURSE

Open to 9, 10, 11, 12

Prerequisite: Spanish II

This course is designed to build upon the basic skills acquired in Spanish II by reinforcing certain topics, introducing new themes, and requiring more advanced structures. All four skills (speaking, listening, reading, and writing) are incorporated, as well as culture. The course takes the students beyond the text and exposes them to authentic language through video and audio recordings and the internet. The course is designed to build communicative competency in the areas of personal description, daily activities, care of the home, getting around town, leisure activities, environment, foods and meals, medical care, clothing, travel, and the professional world. Narrating in the present, past, and future tenses and using commands are objectives.



PRE-AP SPANISH

FULL-YEAR COURSE

Open to 10, 11, 12

Prerequisite: Honors Spanish II and department recommendation

This course is designed to build upon the basic skills acquired in Spanish II Honors by reinforcing certain topics, introducing new themes, and requiring more advanced structures. All four skills (speaking, listening, reading, and writing) are incorporated, as well as culture. The course takes the students beyond the text and exposes them to authentic language through video and audio recordings and the internet. The course is designed to build communicative competency in the areas of personal description, daily activities, care of the home, getting around town, leisure activities, environment, foods and meals, medical care, clothing, travel, and the professional world. Competence in narrating in the present, past, and future tenses and in expressing personal desires, needs, and doubts are objectives. The accelerated pace and depth of this course require students to be independent in their learning.

SPANISH CONVERSATION*

FULL-YEAR COURSE

Open to 10, 11, 12

Prerequisite: Spanish III

Designed for students who have successfully completed Level III of the language, students will broaden vocabulary and improve proficiency as they engage in conversations while investigating the diversity of Spanish-speaking cultures. Student input will help decide thematic units, which could include cooking, education, cinema, travel, current events, technology, and the environment, among others. An important goal is to expand the student's view of the Spanish-speaking world and increase cultural awareness. **Note: this course is not offered in the 2026-27 school year.**

SPANISH FOR GLOBAL PROFESSIONS*

FULL-YEAR COURSE

Open to 10, 11, 12

Prerequisite: Spanish III

Designed for students who have successfully completed Level III of the language, students will explore the diversity of Spanish-speaking countries in this intermediate level course. This course is for students interested in careers for which they will need to interact with Hispanic communities and speakers in the United States or abroad. Students will continue the study of the Spanish language and culture for specific professional purposes: business, translation and interpretation, and health. Students will expand their vocabularies and improve their proficiency as they investigate potential fields, such as business, medicine, arts, tourism, political science, hospitality, athletics, and social media, among others.

AP SPANISH LANGUAGE AND CULTURE

FULL-YEAR COURSE

Open to 11, 12

Prerequisite: Pre-AP Spanish and department recommendation

This is a college-level course that prepares students for the AP Spanish Language & Culture Exam in May. Students work in all three modes of communication: interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing. They examine practices, products, and perspectives of Hispanic cultures. The course is structured around the AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics.

AP SPANISH LITERATURE AND CULTURE

FULL-YEAR COURSE

Open to 12

Prerequisite: Spanish AP Language and department recommendation

This course is an intensive, college level course that prepares students for the AP Spanish Literature exam. The AP Spanish Literature curriculum is intended to be the equivalent of a third-year college Introduction to Latin American or Peninsular Literature course, covering selected works from the literatures of Spain and Spanish America. The required reading will be a list of specific works by a variety of authors from different historical periods. The focus of this course includes discussion of the major themes of literature with expository writing in Spanish. Summer reading is required. Results from the AP Language exam are taken into account when a student enrolls for the AP Literature course. Students with a score of three or higher at the AP Language test have usually found success in the AP Literature course.

***Chinese/French/Spanish Conversation and Chinese/French/Spanish for Global Professions are designed for the student who has successfully completed level III of the language. These courses will be offered on an alternating basis.**



HEALTH & PHYSICAL EDUCATION

GRADUATION REQUIREMENT:

- One semester/0.5 credit in Health
- PE requirement is met by four (4) seasons of athletic participation in CCDS sports (six seasons starting with the Class of 2030). Students may substitute up to two (2) PE classes for athletic participation. Each PE class is equivalent to two athletic seasons, for a maximum substitution of four (4) seasons.

HEALTH: THE ADOLESCENT EXPERIENCE (0.5 CREDIT)

SEMESTER COURSE

Open to 9

Health education offers students a forum to discuss and learn about issues that are crucial to their social, mental, and physical well-being during adolescence. This curriculum is designed to equip students for their transition into adulthood by enhancing communication abilities, nurturing empathy towards others, and cultivating self-confidence. Other pertinent subjects include drug and alcohol prevention, sexual health, and nutrition. These units empower students to make informed decisions and assume accountability for their choices. Health is graded as a Pass/Fail class.

PE: LIFETIME FITNESS (0.25 CREDIT)

SEMESTER COURSE

Open to 9, 10, 11, 12

This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining the knowledge and skills for lifetime fitness. Students will benefit from comprehensive training and cardiorespiratory endurance activities. Students will learn the fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. This course meets twice a week and is graded as a Pass/Fail class.

PEER MENTORING (0.25 CREDIT)

FULL-YEAR COURSE

Open to 12

This course offers a guided leadership and teaching opportunity through its integration with the freshmen health education curriculum. Focus is placed upon character development, interpersonal communication, lesson planning, problem-solving, and leadership. Participation in the course is determined by a selection process that is conducted in the spring of junior year. Each selected peer mentor is required to attend a one-day retreat at the end of the summer before their senior year to maintain eligibility. Peer Mentoring must be taken in addition to a full academic course load. Acceptance into the Peer Mentoring program is through application, and the course is graded Pass/Fail.

PE: ADVANCED STRENGTH TRAINING (0.25 CREDIT)

SEMESTER COURSE

Open to 9, 10, 11, 12

This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. This course meets three times a week and is graded as a Pass/Fail class.



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