



6905 Given Road • Cincinnati, OH 45243-2898

# Upper School Curriculum Guide 2019-2020

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## **Cincinnati Country Day School Mission Statement**

Cincinnati Country Day School provides each student with superior preparation for college and life. We inspire a passion for learning and independent thinking through a steadfast commitment to academic excellence, personal integrity, and service to others.

### **Upper School Mission Statement**

The Cincinnati Country Day 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 is the belief 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.

# Academic Policies

## Academic Honesty

Academic honesty is a deeply held value at CCDS. Students are expected to do their own work and to give appropriate credit to the words and ideas that are not their own. Breaches in academic honesty are serious violations of the Honor Code, and students should avoid the appearance of dishonesty. Academic dishonesty can range from giving a peer the answers on homework assignments or copying lab reports to cheating on a test or exam to plagiarism on a piece of writing. Resubmitting work submitted to a different class is also dishonest. Students should not share their work with other students without the direct permission of an instructor. The above include some areas where issues of academic honesty can arise; it is not a comprehensive list. Academic honesty violations are adjudicated via the Honor Council and the Upper School administration.

## Academic Honors

Students achieving honors and high honors will be designated at the end of each school year. Honors are based solely on grade point average. A grade point average of 3.33 to 3.99 is designated as Honors. A grade point average of 4.00 and above is designated as High Honors. Pass/Fail courses are not included in the calculation of Academic Honors. AP and Honors courses each earn a one point increase in the GPA calculation.

## Academic Requirements

Twenty-two and one-half (22.5) credits earned in Grades 9-12 are required for graduation. One credit equals one full-year course which meets at least four periods per week. One-half credit is given for courses which meet for only one semester or for less than four periods per week.

- Courses taken in Middle School are for Upper School placement and not for Upper School credit.
- Summer coursework, including work done at CCDS, is for placement only; no credits will be earned towards graduation requirements for this work.
- Students in grades 10, 11, and 12 must take at least 5.5 credits each year. Students taking five Honors or AP courses need to take only five credits per year. Students in grade 9 must take at least six credits.
- Students must pass at least four courses a year in order to be promoted to the next grade level.
- Each senior must successfully complete a Cardio-Pulmonary Resuscitation (CPR) course.
- Each senior is required to complete a forty-hour Senior Project at the end of the senior year.
- Students must complete ninety hours of community service. Up to thirty hours can be volunteer hours and at least sixty hours must be in service of the underserved.

<u>Department</u>	<u>Required Credits</u>	<u>Recommended Credits</u>
Arts	2.0	
English	4.0	4.0
History (Modern World and US History)	3.0	4.0
Math (Alg. II and Geometry)	4.0	4.0
Modern Language (3 US credits in one language)	3.0	4.0
Science	3.0	4.0
Computer Science (beginning with class of 2021)	.5	
Health	.5	
Physical Education	.5	
Electives	<u>2.0 or more</u>	
	22.5	

### **Academic Accommodations**

It is Upper School policy to offer up to fifty percent extra time accommodation for timed tests, quizzes and examinations for any student with a current (within the prior three years) Accommodation Plan or Action Plan. Any request for extra time accommodation on external standardized tests such as AP, SAT or ACT must be made directly to the College Board/ETS or American College Testing. CCDS reserves the right to determine whether other reasonable requests for accommodation may be granted. In all cases, further information on applying for learning accommodations is available from the office of College Counseling or the School Psychologist.

### **Academic Policy Exceptions**

Students whose circumstances seem to warrant an option other than those outlined in the Upper School Curriculum Guide must petition the School for a waiver of academic policy. If an exception is granted, the written explanation of the School's decision and any accompanying conditions will be placed in the student's permanent file.

### **Academic Review**

Grades in the following subjects will be used to calculate GPA for academic review purposes: Math, English, History, Modern Languages and Science. Any student earning a grade of C or lower will undergo academic review. Status levels include Academic Concern or Academic Probation and will be re-evaluated at the end of each quarter.

**Academic Concern** indicates that the student is not academically thriving in the CCDS Upper School. A student with two grades of C or below is placed on Academic Concern. This will result a meeting with the appropriate Dean of Students and the student's advisor. The student's college counselor and teachers may also be a part of the meeting. The advisor will then work closely with the student to monitor progress and report back to the family. If a student is placed on Academic Concern in any two of four academic quarters, they may be placed on Academic Probation. If a student is placed on Academic Concern for any two successive quarters, they will be placed on Academic Probation. Academic Concern will not be reported in the college process.

**Academic Probation** indicates that there are serious concerns about the student's ability to succeed in the CCDS Upper School. A student with any grade below a C- or a cumulative GPA less than 2.5 will be placed on Academic Probation. When a student is placed on Academic Probation, the contract for the next academic year will be held until the end of the current academic year. When a student is placed on Academic Probation there will be a meeting with the Head of Upper School, the appropriate Dean of Students, and the student's advisor. The advisor will then work closely with the student to monitor progress and report back to the family and Head of Upper School on a weekly basis. Academic Probation will not be reported in the college process.

### **Adding and/or Dropping a Course**

Students may drop a year-long course prior to the start of the first semester exam week. Students may drop a semester course prior to exam week of that semester. Students may add a semester course or a year-long course up to end of the first full week of classes in the semester. If a course is dropped on or before the dates indicated above, the course will NOT be shown on the transcript. If the transcript has already been sent to a college, that college will be informed that the course has been dropped. If a student withdraws from a year-long course *after* the end of First Semester, the transcript will indicate the following: the name of the course and whether a Pass or Fail has been earned. Section switches requiring a move from the honors section to a college prep section (or the reverse) should be made by the start of the second quarter.

### **AP and Honors Courses**

CCDS does not limit the number Honors and/or AP courses a student can take each year. Students are, however, strongly encouraged to seek academic opportunities that challenge them appropriately and in

ways that that also allow them to enjoy a range of meaningful extra-curricular and other educational activities offered in the Upper School. Working with the student, parent, teacher, advisor and department chair, the Director of Scheduling and Upper School Head reserve the right to amend a student's schedule for appropriate placement or section balancing. Moreover, a student performing below the B level in an Honors or AP course may be moved to a college prep section by the relevant academic department. AP and Honors courses each earn a one point increase for GPA calculation.

### **AP Exams**

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. Any exception to this rule must be approved by the appropriate department chair and the Upper School Head.

### **AP Testing Weeks Policy**

Students may be excused from all morning classes on the day an afternoon AP test is scheduled. Students may be excused from all afternoon classes beginning at lunch on the day before a morning AP test. Students will take responsibility for making up missed work in *all* classes and for making arrangements for that make-up work with the class teachers. Teachers are expected to take into consideration the demands that are being made on AP students.

### **AP Testing With No AP Course**

Students may take AP exams when not enrolled in an AP course if:

- Country Day does not offer an AP course in the subject matter *OR*
- The Country Day AP or Honors course will not fit into their schedule and
- The department chair approves.
- The student successfully completes a practice exam, as determined by the department chair.

Country Day does not grant credit for AP exams. Students are not allowed to take AP exams in advance of taking the Country Day AP or Honors course equivalent. Students may not advance themselves into Independent Study courses by means of AP exam scores.

### **Attendance Policy**

Any student who is not at school will be marked "Absent", regardless of the reason for the absence. Absences will continue to be documented on student report cards. The School does not distinguish between "Excused absence" and "Unexcused absence" when documenting and reporting attendance, and the School reserves the right to determine the legitimacy of a student absence.

- When a student will miss school (late arrival, full day absence, or early dismissal) a parent/guardian must call the Upper School attendance line (513-979-0110) or email the Upper School Office (usoffice@countryday.net). Calls or emails from students are not accepted.
- Students may miss classes for school-sponsored events and religious observances. It is not necessary or appropriate for non-seniors to visit colleges when the Upper School is in session. Parents are asked and expected to make every effort to schedule doctor, dental or other appointments so they do not conflict with class time. If this is impossible, an accompanying note from the doctor, dentist or professional is required. Parents are expected to arrange family vacations at times that do not interfere with class time. Students accumulate attendance points when they miss school for family vacations and may incur academic penalties.
- Whenever a student feels unwell and wants to leave school before the end of the academic day, he or she must visit the School Nurse before contacting a parent/guardian. If the nurse is unavailable a student should go to the Upper School office to contact a parent. Any student who leaves school during the academic day because he or she is unwell may not return to participate in after-school activities. Extended medical absences of three days or more should be supported by a note from a physician.

- School begins promptly at 8:12 AM. Students arriving at school after 8:17 AM must sign in with the Upper School Office immediately upon arrival, regardless of the reason for lateness. Students arriving tardy to school receive a single point on their attendance record. Students missing school due to vacation will receive four points for each day of classes missed and may incur academic penalties for work missed. Acquiring four points in any combination of attendance issues earns a student a detention. Habitual offenders will be subject to further disciplinary action.
- A late arrival to school accompanied by a note from the doctor, dentist, or professional does not merit any points on the attendance record.
- Students must arrive on campus before 10:00am to be eligible to participate in any after school extra-curricular activities.
- Parents/Guardians who are out of the country or are away from home must leave emergency contact information and a surrogate's information with the Upper School office.
- When an absence is unexcused, students have minimal time to make up work and may incur academic penalties on that work. For example, a family goes on a trip that is not excused, students must make up the missed work immediately upon return.
- Students who skip a class receive no credit for missed material.

### **Course Requirements**

All courses require that the student take the semester examinations or equivalent. A student cannot receive an Incomplete for a course requirement and still pass the course.

### **Course Selection and Registration**

Each spring, students register for courses for the following year. This is done in consultation with teachers, department chairs, advisors, college counselors, parents, and the Director of Scheduling. Students who wish to take a course that the student was not recommended for should meet with the appropriate department chair to initiate discussion regarding placement.

### **Cum Laude Society**

CCDS is privileged to have a chapter of the Cum Laude Society which honors the academic achievement and academic integrity of high school students. The Cum Laude Society's motto - Arete (moral excellence), Tike (justice), Time (honor) guides the CCDS Cum Laude committee. At the end of Junior year, up to ten percent of the junior class is elected to the society based primarily on the weighted GPA for junior and sophomore years. A second ten percent of the class is elected at the end of the first semester of the senior year, based primarily on the weighted GPA from sophomore and junior year as well as the first semester of senior year. Inductees are honored each spring at a dinner and induction ceremony with their families and the Upper School faculty.

### **Electives**

Priority in staffing matters is given to maintaining low section sizes in core academic courses that are required towards fulfilling the graduation requirements. Therefore, CCDS cannot guarantee that every course will run 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, three electives from the course offerings document. Working with the appropriate department chair and the Director of Scheduling, the Upper School Head will make the final decision whether or not an elective course will ultimately run. English and History electives are distinct semester courses, and credit is granted only with the completion of the **full** semester of work in each course.

## Grading

Letter grades are used to record all Upper School Grades.

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

## Homework Guidelines

The amount of time it takes to complete homework varies from student to student, making it impossible to provide a uniform expectation. Teachers will, on average, assign thirty to forty-five minutes of homework per class meeting. In Honors (H) and Advanced Placement (AP) courses, students should expect forty-five minutes to an hour of daily homework. No homework is assigned over major religious holidays. No assignments or assessments are given over Thanksgiving, Winter Break, or Spring Break.

## Incomplete Grades

If a student's work is incomplete and there is a school-excused or school-approved reason, the report card will indicate an "I" and a deadline for completion will be set, usually within two weeks of the end of the quarter for make-up work, and clarified with the student and his or her advisor and family. When the deadline is reached, the Director of Scheduling will record the grade. If the work is not made up, the student will be given a zero and the grade for the term will be determined by averaging in the zero.

## Independent Study

Independent Study provides qualified students 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 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 that should include a detailed summary of the course of study, relevant materials and activities, the frequency of meetings with the supervising teacher, and assessments (including any final project or presentation). The deadlines for submitting a written proposal are: **November 1** for a second semester Independent Study, and **May 1** for a first semester Independent Study. Proposals should include the following signatures: the student, the supervising faculty member, the parent(s), the faculty advisor, the relevant academic department chair, and the Director of College Counseling. The Academic Council will make the final decision. Once approved, Independent Study is subject to the same conditions and guidelines as regularly scheduled courses, including the Add/Drop deadline.

## Medical Leave

There are times when CCDS must respond to a serious health condition or life-threatening behavior. In such incidents, CCDS may support a student by requiring time away from School or with the implementation of a modified School program. Re-entry protocols will include, but are not limited to, documentation from a health care provider that the student is strong enough to return to school and the risk of relapse is low. The health care provider will also outline any specific recommendations for or limitations to the student's program. Re-entry plans will be developed with the division head, Support Services, the

student, and the student's parents. The school nurse, deans, physicians, and advisor may also be called on to develop and support a re-entry plan.

### **Physical Education**

All students must earn .50 credits in PE. PE classes concentrate on individual and lifetime sports, outdoor education, and health and safety topics. Each semester PE class counts as .25 credits. Although interscholastic athletics are optional, students are strongly encouraged to participate in them. Participation in four seasons of interscholastic sports may be used to earn .25 credits in PE; this, alone, satisfies one half of the PE requirement. PE may also be taken in the CCDS summer program and counts for .25 credit in PE. Independent, off-campus athletic involvement does not excuse a student from fulfilling the PE requirement.

### **Private Music Instruction**

Students who take music lessons through the CCDS Upper School may earn 0.25 academic credit towards the Arts graduation requirement 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 or 5.0 academic credits if a student is enrolled in five Honors or AP classes. Lessons will be graded on a Pass/Fail basis and will not be factored into any GPA calculation.

### **Return of Student Work**

Student work should, typically, be graded and returned to students no later than seven calendar days after it is collected by the teacher. Common sense, cooperation and understanding are essential; any questions, conflicts or concerns regarding work not returned after seven days should first be discussed by the student with his or her teacher and, if necessary, the appropriate department chair.

### **Student Support Services**

The Upper School 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, and 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. The School Psychologist provides information to students in Health classes, upon request, and is available to consult with teachers and parents. Parents of students with special learning needs may contact either the School Psychologist or the Upper School Learning Specialist to begin the process of developing an accommodation plan.

### **Study Hall**

Students earning a grade of C or below in any class or at the discretion of the Upper School Head at either the Interim or at the end of a quarter are placed in study hall for the following marking period. At the start of the year, all new and 9<sup>th</sup> grade students, except those who earned a 90 or above cumulative average in CCDS's 8<sup>th</sup> grade, are placed in study hall until the first quarter is complete. Study Hall provides a closely supervised environment where students can work productively. Students whose grades improve over the course of the quarter are not released from Study Hall obligation until the end of the quarter. Students who have any incomplete grades are placed in Study Hall until the Incomplete is satisfied. Study hall proctors may limit computer use and should monitor student work closely.

### **Summer School Course Policy**

When a course is taken for credit at another school or a college or university, students should understand that the credit will not count as one of the 22.5 required for graduation unless it is to make up for a CCDS course failure. A student considering summer school courses, either for enrichment or for more advanced placement in CCDS courses, should consult with the CCDS head of the department in which the course is to be taken. A student considering taking summer school courses to account for a poor grade or a failure during the school year should consult with the student's advisor, the appropriate department chair, and the



student's college counselor. **Courses taken at another academic institution do not appear on a CCDS transcript.**

### **Tests, Papers, Quizzes**

Students are expected to take no more than two full-period tests per day. It is more difficult to be prescriptive regarding requirements for quizzes, papers, etc. Any time a student feels overwhelmed by his or her academic responsibilities, the student should be proactive in respectfully communicating this to his or her advisor and teacher(s) *well in advance of any relevant deadline*. The student can do so in the knowledge the advisor and teacher(s) will be supportive and accommodating.

### **Tutoring**

On-campus tutors are required to go through a screening process prior to having access to our facilities and being assigned a tutoring location. Private tutoring should take place before or after school hours unless otherwise approved by the Upper School office. Arrangements between families and tutors are the responsibility of the parties involved. Tutoring for compensation cannot take place between a child and their current classroom teacher. CCDS faculty tutors may only tutor outside of regular school hours. It is the obligation of the tutor to support the teacher and student through regular communication regarding course expectations and skill building.

## Course Offerings: 2019-2020 Academic Year

### ARTS

#### **Performing Arts**

##### ❖ **Semester Courses**

#### **Drama I**

Drama I provides opportunities for students to explore theatre skills and techniques. Students will learn the fundamentals of theatre through projects, including the creation and performance of short scenes and ensemble acting. Additional studies will include technical theatre and theatre critique.

#### **Drama II**

Drama II focuses upon intermediate theatre topics designed to build upon the skills developed in Drama I. The focus of the course is on the scripted word and how the actor interprets and presents the words of others on stage. Students will collaborate on the creation of a one-act play that will be presented as part of the ONE ACT Festival. *Prerequisite: Drama I or Instructor's approval.*

#### **Studio Theatre**

The course will continue the education of theatre by involving students in immersive work in both acting and technical production. Each unit of study allows the student to grow as a performer and technician by understanding how history, culture, and social issues affect dramatic texts and design. Students will learn the creative process from conception and brainstorming to the final performance of a piece. They will work as a team and as individuals to create pieces of living art.

*Prerequisite: Drama I or Technical Theatre*

#### **Voice and Speaking Dynamics**

This class is designed to aid and instruct students to deliver many types of speeches using proper vocal performance techniques. Students will discover the power and ability of their voices and focus on how to use them effectively. We will dispel the fear of presentation and develop strategies about how to get over stage fright, while also exploring many different types of public speaking situations and how they differ in vocal presentation. Evaluation will be based on participation, preparation, and performance. Students will be required to deliver both written and impromptu speeches throughout the term.

#### **Technical Theater I**

This course offers a comprehensive look at the backstage aspects of theater. The class will range in subjects from theater safety to carpentry, lighting, painting, theater sound, and more. The class will consist of hands-on learning, and project-based grades relating to current productions in the theater. Students in this class will have opportunities to work backstage for productions.

#### **Music**

##### ❖ **Full Year Courses**

#### **Chorale**

Chorale incorporates the study of healthy vocal techniques through choral literature. Students continue to learn and develop fundamental musicianship skills through a wide variety of instructional settings, opportunities, and practice. Music is selected spanning many genres to enhance student understanding and

performance of music in different cultures and time periods. Music history, theory, cultural relevance, choreography, tradition, and leadership are emphasized in addition to the inherent teamwork of ensemble practice. Performance opportunities include two required, major performances as well as other school sponsored functions. Students will be graded on in-class participation, and applicable class work, and participation in all concerts.

### **Instrumental Ensemble**

The Instrumental Ensemble 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. Sight reading, technique, listening, music theory, and music history are emphasized. Performance opportunities include assemblies, pep band, and other special events. Participation in concerts is a requirement. *Prerequisite: Minimum of 3 years of experience. Knowledge and understanding of written music notation.*

### **Private Music Instruction**

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 or 5.0 academic credits if a student is enrolled in five Honors or AP classes. Lessons will be graded on a Pass/Fail basis and will not be factored into any GPA calculation.

### **Visual Arts**

Visual arts classes may have a modest supply fee.

### **❖ Semester Courses**

#### **Art I**

Art I is a general art course providing beginning students the opportunity to explore two-dimensional media including drawing, painting, and collage. Working from imagination, memory, and observation, students will build portfolio and critique skills with an emphasis on understanding the communicative powers of visual expression. Students will learn and use the basic vocabulary of the artist, the elements and principles of design, and will be introduced to the work of selected artists as frequent models for class assignments.

#### **Art II**

Art II builds on the experiences gained in Art I. Exploration of artists and stylistic differences begun in Art I will be developed more fully. Students will work with new drawing techniques and media, acrylic painting and mixed media assignments that will cover a variety of approaches to two-dimensional image making. Students will work from observation and imagination with emphasis on developing drawing and compositional skills. Students will have opportunities for more self-directed work than in Art I and will present all major assignments in class critique. *Prerequisite: Art I.*

#### **Art III**

Art III builds on the experiences developed in Art II, continuing to expand technical and formal skills using a variety of media. The development of an individual voice is encouraged and supported. Critique, study of the work of professional artists, and consideration of the elements and principles of design, all remain an important focus. Art III is recommended for any students who enjoy the process of visual communication and those who intend to continue into Honors level studio courses. *Prerequisites: Art II or Art I for students whose drawing skills are advanced and who receive permission of the department.*

### **Photography I**

Photo I introduces beginning students to a variety of techniques, concepts, and contemporary photographers. The course concept is theme-based creativity. Students learn basics of camera handling and composition in harmony with thinking out of the box. Students are exposed to tools such as Adobe Lightroom, Adobe Photoshop, and creating with glass. Students will also learn wet darkroom and lighting techniques. *Prerequisite: Art I.*

### **Photography II**

Photography II is designed to explore new techniques while expanding on skills established in Photo I. The course concept is “Dreams, Fears, and Obsessions.” Students create images using traditional and alternative methods such as Cyanotypes, Van Dyke, digital negatives, creating with glass, silver printing, and photo transfers and lighting techniques. Photo II challenges visual concepts and broadens knowledge of contemporary photographers. *Prerequisites: Art I and Photo I.*

### **❖ Full Year Courses**

#### **Honors Portfolio in Drawing and 2-D Design**

Honors Portfolio is a preparatory class for students who think they may want to produce an AP Studio Art Portfolio in Drawing or 2-D design, who would like to produce a portfolio for college acceptance, or who are seeking a challenging and rewarding year-long experience in the Art Studio. Students will work in the same class with AP Portfolio students and follow the AP curriculum. This course is a comprehensive and challenging measure of a student’s growth and requires a substantial amount of time beyond class periods. Honors Portfolio includes assignments in specific design areas in addition to an independent focus. *Prerequisites: Art I, Art II, and/or Art III and department recommendation.*

#### **Honors Photography**

Honors Photography is a full-year course designed for serious photography students wishing to prepare a senior portfolio who are not committed to the rigor of the Advanced Placement track. The course is also recommended for juniors interested in the Advanced Placement course during senior year. The course is challenging and requires self-motivation, direction and discipline. *Prerequisites: Art I, Photography I, II and department recommendation.*

#### **AP Portfolio in Photography (2-D Design)**

The Advanced Placement in 2-D design is a photography portfolio designed for students who want to make a serious commitment to photography in their upper school experience. This course is a comprehensive and challenging measure of a student’s growth and requires a substantial amount of time beyond class periods. The course is a full-year study and includes work in several specific areas in addition to a personal vision emphasis. *Prerequisites: Art I, Photography I, II, and department recommendation.*

#### **AP Portfolio in Drawing (2-D Design)**

Advanced Placement Portfolio in Drawing or 2-D Design is intended for students who want to make a serious commitment to art in their Upper School experience. This course will culminate in the submission of an Advanced Placement Portfolio in either Drawing or 2-D Design, and is a comprehensive and challenging measure of a student’s growth, requiring a substantial amount of time beyond class periods. AP Portfolio is a full-year study and includes assignments in specific drawing and design areas in addition to an independent focus. AP Portfolio students will follow the AP Studio Art Portfolio Drawing or 2-D Design curriculum. *Prerequisites: Art I and Art II and/or Art III, Honors Portfolio in Drawing and 2-D design, and department recommendation.*

## **COMPUTER SCIENCE**

### **❖ Full Year Course**

#### **AP Computer Science**

This course is equivalent in 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 Preprogramming (OOP) structure. 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, arrays, and add concepts such as multi-dimensional arrays, recursion and databases. Advanced Java packages will be covered and used in the design of projects in advanced programming. Students will be prepared for the AP Computer Science A exam. *Prerequisites: Algebra II and permission of the department or successful completion of CS2.*

### **❖ Semester Courses**

#### **Introduction to Computer Science (CS Principles Part 1)**

This course is a introduction to the art and science of computer programming and the many areas beyond software development that touch computer science, such as big data and analytics, cyber security, Internet and the WWW and more. The focus of this course is to develop problem solving skills and build an awareness of the many possibilities in the world of computer science, not just programming. Students will survey several topics including a short history of computers, hardware development, the evolution of programming languages, and programming robotics or controlling Internet connected devices like a smart thermostat. A few different programming languages and development environments will be used-- from simple drag and drop in MIT's SCRATCH to text-based languages like Small Basic and more. The course will culminate with a self-selected project such as an educational game or interactive software that is designed to be a challenge for each student, regardless of their starting point.

#### **Computer Science 2 (CS Principles Part 2)**

This course is designed to be the next course for students interested in pursuing topics in Computer Science. Intended as a natural continuation from our Introduction course, the course dives quickly into program development. Topics will include computer hardware and micro-controllers, embedded systems programming, app development, robotics and more. The survey style of multiple programming environments will be offered, to give students exposure to several topic areas and preparation for study in multiple fields. Languages may include Python, C, C#, JavaScript, and Web Development (HTML, CSS, JS) Team development in suites such as Visual Studio or GitHub will provide students experiences close to professional software development. As a capstone project for the course, students will develop software for educational and/or enterprise use at CCDS or for other community partners. *Prerequisites: Intro to Computer Science or equivalent with permission of the department. (Students may take a placement test, not having taken the Intro course, but having had courses from outside CCDS or comparable internships, jobs, camps, etc.)*

#### **Principles of Engineering Design**

In this introductory course, students will learn and practice the engineering design process: applying science, technology, engineering, and math standards to hands-on projects. The course will cover a review basic laws of mechanics, electricity, energy, and fabrication techniques including creating projects with wood, metal, and plastic. Topics will include working with basic hand and power tools to design and build or repair projects to help others around the school. In the past projects have included a Gaga Pit, Maple Syrup Evaporator, hydroponics and more. Students will also complete a mini course in electronics/coding,

design and solder their own circuits, and embed those in a 3D design project. Students will complete the course with a unit on design thinking and apply those principles to solving a case-based project presented by a local business or community member.

### **Introduction to Game Design**

This course will introduce students gently to the fundamental practices of game design and development, then task them with planning, designing, and developing their own games using both physical (i.e. tabletop/board/and card) and digital media. The emphasis of the class is on project-based learning. Students will study and practice the principles of effective game design in both physical and digital media. They will then practice designing their own games using a variety of tools. Finally, students will plan and complete a large-scale individual or team project, which will include the necessary design, prototype, playtesting, refining, and polish of a game. This class offers an approachable introduction to game design and emphasizes the importance of creative procedural/logical thinking, systems thinking, the iterative design process, and how logical systems function. The game design tools used in class are physical (i.e. tabletop, board, and card), and visually-based digital tools and emphasize systems-thinking over sophisticated computer language skills. *Prerequisite: Instructor's Permission. This does not fulfill the CS requirement.*

## **ENGLISH**

### **❖ Full Year Courses**

#### **English 9**

The ninth grade English course introduces students to some of the most important works of literature, beginning with Greek and Roman mythology and extending into the 20<sup>th</sup> century. Assigned works include *The Odyssey*, *Beowulf*, *Romeo and Juliet*, and *Great Expectations*. 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**

A genre-based course, English 10 exposes students to short stories, drama, poetry, and essays. Core titles include *Oedipus*, *Antigone*, and *Macbeth*. Writing, both creative and analytical, continues to be important, and students are expected to write with insight and clarity. Grammar emphasis is on subordination, sentence combining, and usage. Vocabulary study is derived from assigned reading, and students are expected to integrate varied diction and syntax in their own writing.

#### **English 11**

English 11 introduces students to the breadth of American literature, from the Puritans to the writers of the present. Alongside classics like *The Scarlet Letter*, *Huck Finn*, and *The Great Gatsby*, students grapple with Capote's *In Cold Blood* and Hansberry's *A Raisin in the Sun*, modern and contemporary plays, and poems and essays. In composition, students by now are handling more sophisticated literary issues, properly incorporating evidence in their literary analyses.

#### **Honors English Literature**

A prerequisite to AP English Literature, Honors English Literature is a challenging introduction to the British literary tradition. Designed to challenge enthusiastic and insightful readers, Honors English Literature assigns students significantly more reading than English 10. Students read classic 19th-century

British novels such as *Jane Eyre*, *Pride and Prejudice*, and *A Tale of Two Cities*. Other areas of study include Shakespeare (*Macbeth*, *Othello*, and the sonnets), the Romantic poets, and the Victorian and Modernist periods. *Prerequisites: Students must demonstrate a grasp of expository writing and have earned at least an A- in English 9 or English 10.*

### **AP English Literature**

Building upon the British Literature foundation taught in Honors English Literature, AP English Literature focuses on the experience, interpretation, and evaluation of American literature. 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, even elegantly, about literary works. *Prerequisite: B or higher in Honors English Literature.*

## **❖ Grade 12 Semester and Quarter Courses**

### **English 12 (Semester One)**

*Hamlet* sets the tone for this course, which takes students to the heart of sometimes somber, sometimes humorous literary and philosophical problems. Students are expected to write college-level analytical essays. Recent reading lists have supplemented the core selections with Moore's *The Other Wes Moore* and Esquivel's *Like Water for Chocolate* and other books and poems.

### **Honors English 12 (Semester One)**

This class will ask students to apply the analytical skills gleaned from honors and AP English to challenging novels, short stories, plays, and poetry. In addition to the English 12 core texts students read Shakespeare's *King Lear* and other works selected by the teacher. Writing assignments are frequent and varied; students are expected to be proficient expository writers eager to hone their skills further. Reading assignments are significant; advanced comprehension skills and a love for literature are necessary. *Prerequisite: B or higher in AP English Literature or Honors English Literature. Students who earn an A in English 11 AND complete additional work in early June may be recommended to enter the class.*

### **English 12 (Semester Two Quarter Electives)**

All seniors will take two quarter-long courses, which approximate the atmosphere and expectations of College English classes while giving students an opportunity to pursue their interests. Listed below are the current offering for 2019.

## **❖ Grade 12 Third Quarter Electives**

### **The Family in Contemporary Literature**

No matter how mundane, or strange, you think your own family, yours has a story to tell. Students will read memoirs and short stories ranging from the tragic to the comic. All students writing will be in the form of personal narratives. Students will also learn some tricks of humor writing that will serve them well as they explore the idiosyncrasies of their domestic lives. The course will conclude with a family picnic, featuring homemade treats, both edible and audible. Reading includes the memoir *The Glass Castle* by Jeannette Walls and the novel *Mudbound* by Hillary Jordan.

### **Writing Workshop**

Ahh...you've mastered the five-paragraph essay, survived the Junior research paper, and even delivered the dreaded college admissions missive. Now, it's time to flex your more creative writing muscles in a supportive seminar-style writing gym. The training requires no previous triathlon experience in poetry or short story. Just be willing to don the Nike shocks of inspiration and guided practices. You will be asked

to engage in a variety of writing exercises concentrating on short fiction, personal memoir and poetry, while keeping a reflective writer's journal and sharing daily from your work in a small group setting. Are you sweating yet? Your final project will be a portfolio of in-process pieces, polished selections, and participation in a class reading. Not a creative writer? THIS CLASS IS FOR YOU! Write on!

### **Madness in Literature**

Is insanity the disease of the soul, the spirit, or the body? Is the madman a genius who sees the mystery concealed from other people? Who is really mad -- those locked in a hospital, or those who seem “normal” but live by senseless conditions? Is madness an awful mirror of the “normal” world? Madness is a basic, controversial aspect of our culture, and it is a popular subject in literature. According to Peter Pelbart, literature might “not be possible without a degree of madness--a madness that forms the limit *and* condition of creativity.” Madness challenges texts, language, and thought. Madness in Literature invites you into other worlds that elicit new connections and challenge unknown resistances. We’ll explore these issues through the analysis of texts, like Palahniuk’s *Fight Club*, Shaffer’s *Equus*, Vonegut’s *Slaughterhouse-Five*, and Eugenides’s *The Virgin Suicides*.

### **Environmental Literature**

From today’s tweets to our oldest myths, nature plays a vital role in our storytelling. As friend, it sustains us physically, emotionally, and spiritually. As foe, it threatens us with natural disasters, vast wildernesses, and predators red in tooth and claw. As powerful as it has been, it has begun to look fragile, in need of care. We will watch *An Inconvenient Sequel* and *Terra*, and read *Into the Wild*, *Nature Fix*, and *Wild*, alongside essays to study from both a literary and scientific standpoint “the call of the wild” to heal and find ourselves, and to ask how important nature is in our lives. What is the state of the environment today? Do we need to protect it? If so, how can we protect it? Some assignments will require reflective time in nature.

### **The Bible and Literature**

The single-most influential text on English literature to date has been the Bible. Its long-time cultural prominence has meant that centuries of poetry, drama, fiction, and non-fiction are riddled with allusions to biblical stories or make use of biblical language. In this class, we will read some of the most commonly alluded-to passages of the Bible to improve students’ ability to recognize and understand biblical references in other literature. We will pay some attention to the history of biblical transmission, translation, and interpretation, but our focus will be on the Bible itself as a literary text with significant influence on other literary texts. Readings will come from (but are not limited to): Genesis, Exodus, 1 Samuel, Job, Psalms, The Song of Solomon, Isaiah, the Gospels, Acts, and Revelation.

## **❖ Grade 12 Fourth Quarter Electives**

### **Humor Writing**

Even unfunny people can learn how to be funny—or at least how to be funny sometimes...well, maybe on alternating Tuesdays. Students will learn the rules of comedy and joke writing while trying their own hands at humor writing. Assignments will include personal narrative, satire, and an interview. The class will read selections from David Sedaris, *New Yorker* “Shouts and Murmurs” pieces, and other works of contemporary fiction and non-fiction. *New Yorker* cartoons as well as television programs and scenes from films will provide additional models for imitation and hilarious sources of entertainment.

### **“Write” the Wrong: Changing the World in Words and Deeds**

Imagine yourself a board member with \$1,200 to award to any service organization you felt most deserving and in need. To whom would you give the grant? What is involved in this critical decision? Good news! This hands-on workshop will show you exactly how to harness the skills of reading, writing,



research, and persuasion to present a winning argument that will earn the service organization of your choice \$1,200! After a review of literature by agents of social change and the codification of Service Learning language, we will turn our attention to researching and interviewing possible service organizations. This research will involve “site visits” and subsequent reports. The culminating experience will be a public presentation before a panel of esteemed community members who serve on a variety of Cincinnati philanthropic boards.

### **Streets and Hills: The *Other* America**

This course offers a peek into sociological thinking and research on poverty, inequality, and crime in US cities and rural America, focusing on both the causes and consequences. We will examine political and economic ideologies that shape our understanding of underperforming schools, poverty, gang violence, drop-outs, joblessness, drug addiction, and the incarceration. The course will address the role the media, plays in fostering fear of crime and racial stereotypes, along with class-based identities and consciousness. Street and Hills challenges you to think about policy solutions to complex urban problems of today, drawing from different academic, media and narrative sources including Sudhir Venkatesh’s *Gang Leader for a Day: A Rogue Sociologist Takes to the Streets* and Jeff Hobbs’s *Short and Tragic Life of Robert Peace*, J.D. Vance’s *Hillbilly Elegy*.

### **Music and Literature**

This is a course for music lovers. We will listen to music, read about music, and write about music. We will analyze songs as poetry and pay close attention to how writers describe music, emulate it, and use it to develop plot, character, and theme. Readings may include *Invisible Man* by Ralph Ellison, *Bel Canto* by Ann Patchett, *Nocturnes* by Kazuo Ishiguro, *Absolutely on Music* by Haruki Murakami, *Songbook* by Nick Hornby, and *How to Write about Music* by Marc Woodworth and Ally-Jane Grossan. Students will write personal reflections, reviews, and analysis of music and literature.

### **Collaborative Storytelling**

Wanted: Students—must play well with others! This creative writing class will focus on collaborative fiction through a lens of the tabletop RPGs (role-playing game). We won’t get bogged down in the mechanics of different gaming systems (such as Dungeons and Dragons, Deadlands, World of Darkness, etc.), but rather will focus on the creative side. How do you design a good character? How do you create good cohesion and balance in your party? As a GM (game master), how do you plan a campaign so that your players will feel challenged but not overwhelmed? We will complete a variety of character- and world-building writing assignments, as well as write short stories in groups. We will read excerpts from game manuals and watch videos of actual games and videos of advice for GMs. There will be some in-class playing, but due to the limitations of a 47-minute class period, this will be rare. All experience levels are welcome!

## **HEALTH & PHYSICAL EDUCATION**

### **❖ Full Year Courses**

#### **Health: The Adolescent Experience (Grade 9)**

Health provides students with a forum to discuss and learn about issues that directly affect their social, mental and physical wellness as an adolescent. The course is designed to prepare students for their journey into adulthood by building communication skills, creating sensitivity to others, and fostering self-esteem. Relevant and varied topics encourage students to make positive life decisions, take responsibility for their actions, and have compassion for those around them. Students will also have regular contact with senior Peer Mentors who guide them during their transition into the Upper School. Health is graded as Pass/Fail and earns .5 credits.

#### **Peer Mentoring (Grade 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 as Pass/Fail and earns .5 credits.

### **❖ Semester Courses**

#### **Physical Education**

The Upper School Physical Education program is state-required. CCDS provides several options to complete this requirement. Each option can be repeated or combined with another option to fulfill the entire requirement.

##### **PE: Lifetime Wellness/PE CLASS**

This course will utilize students' physical skills developed prior to their arrival. The program is designed to introduce students to a wide variety of individual, group/team and leisure activities (including weight training, basketball, aerobics). *Lifetime Wellness must be taken as a sixth course.*

##### **PE: Lifetime Wellness/Summer PE CLASS**

Lifetime Wellness/Summer will closely resemble the course offered during the school year. The class meets six hours each day for two weeks. Each day is the equivalent of nine classes, and attendance every day is required to receive credit for the course. Due to facility availability, field trips, and staffing, a fee is associated with this option.

##### **PE: Sports Option/CCDS Athletics**

The sports option allows students to fulfill one half of the PE requirement by fully participating (to the satisfaction of the coach) in at least four interscholastic sports seasons over their high school careers. Students may fulfill the entire PE requirement by participating in eight interscholastic sports seasons during their high school careers.

## **HISTORY**

### **❖ Full Year Courses**

#### **Ancient World History: Ancient Roots to Modern Issues**

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 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**

This course studies the influences of Europe in a world context. Students examine the conflict between religious and secular world views between 1350 and 1789, the relationship between geography and political and economic changes (beginning with 16th century exploration and continuing through 19th century imperialism), the development of political systems including monarchies, dictatorships, and constitutional governments; the importance of nationalism as a cultural and political phenomenon from the 19th century to the present, the causes and consequences of wars, the similarities and differences among people by studying their indigenous cultures, the impact of the transfer of culture, and the advantages and challenges of globalization. A formal research paper is a requirement of the course.

#### **Honors Modern Europe and the World**

This course is structured around three developments in western and modern world civilizations from 1300 to the present: the formation of centralized political authority, the triumph of the scientific method over anthropomorphic systems of thought, and the onset of urbanization and industrialization. Though the course proceeds chronologically, it is thematic and interdisciplinary in design. A sampling of general topics examined include the apocalyptic mania of the Late Middle Ages, the Italian and Northern European Renaissance, the rise of capitalism, political absolutism, the industrial revolution and the revolutionary tradition in Europe, the end of the Cold War, the collapse of the Soviet Union, the prospects for Europe in the aftermath of the reunification of Germany, the rise of China, and the advantages and challenges of globalization. In addition to in depth studies of the relationship between art and history and considerable reading in primary literary and philosophical texts, students become familiar with the cutting edge of historical research by reading substantive excerpts from the best and most recent historical monographs and scholarly journals. The emphasis is on developing four skills essential to leading a productive and meaningful life: the ability to think, speak, read, and write. A formal research paper is a requirement of the course. *Prerequisites: Minimum grade of B+ in World History, writing sample upon request, and department recommendation.*

#### **U.S. History and Government**

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**

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 21<sup>st</sup> Century. Political and social history is given preeminence in the course. *Prerequisites: Minimum grade of B in Honors Modern Europe and the World or a B+ in Modern World History, writing sample upon request, and department recommendation.*

### **❖ First Semester Electives**

#### **Honors Global Cities: Art, Architecture, Photography, and Cinema**

The modern city delivers the shock of the new--the city is where it happens. Due to its scale, its diversity, its density, the city is the engine room of innovation and change—where individuals, groups, and communities are under relentless economic and social pressure to reinvent themselves--the place where talent, ideas, and capital come together to create new forms of expression. The city is the site of design and fashion, of new styles of architecture, and of infrastructures that radically transform the way urbanites communicate and move through the built environment. Today, cities are increasingly challenged by growing disparities in the distribution of wealth, privatization of public space, and hyper-gentrification. A number of globally-minded cities are at the forefront of addressing challenges of climate change. As a place of both local and global exchange, the city operates at a fevered tempo and speed. Beginning during the final decades of the 19th century and accelerating since, the modern city has served as humankind's laboratory by embracing the daily newspaper, the café and coffee house, the theater and cinema, electrification, the telegraph, the telephone, the railroad, the subway, the elevator, the skyscraper, the internal combustion engine, the airplane, and the internet. It is within this maelstrom of change that art functions as a seismograph of modern urban experience. Karl Marx captured the dynamic of the modern city when he wrote, "All fixed, fast-frozen relations, with their train of ancient and venerable prejudices and opinions are swept away... All that is solid melts into air." In this course we will focus on city planning, modern art, architecture, economics, and city politics. Our study of the modern city will occur in conjunction with an examination of artistic efforts to assess the look and meaning of urban and capitalist development between 1890 and the present. We will devote a good deal of time to studying the city of Cincinnati. Our objectives are to gain a clearer picture of how urban culture evolved over the past century and a half and to more fully understand who we are today and where we are heading tomorrow. The course will be conducted as a seminar. *Prerequisite: completion of US History, AP US History or department permission.*

#### **Honors American Government**

You are the future of America. Scary, I know. But it's true. Government of the people, by the people, and for the people depends upon the people. And that means you. An informed citizenry that understands how its government is supposed to work, that keeps its eyes on how its government actually works, and that speaks out when the two don't mesh is crucial to the success of the American Experiment. Accordingly, this course is designed to introduce you to ideas of government in general and to the design and operation

of the American government in particular. The course begins with a tantalizing look at the philosophy of government in general – What is the purpose of government? What tasks should government assume? How should government be structured? Is government even necessary? The course then shifts its focus to American government in particular, considering not only the structures and functions of American government but also examining the political behavior and participation of the American people. We will explore the *what* of American government, and – perhaps more importantly – we will try to understand the *why*. *Prerequisite: completion of US History, AP US History or department permission.*

### **Honors Economics and Society**

How does one balance the American dream of success with the American reality of inequitable distribution of resources? Through the lens of the economy, this course will juxtapose the principles of capitalism with that of a just and equitable society. This course will hone students' analytical skills in order to think critically about the ramifications of their choices for their own lives, and that of the greater society. Employing the use of group projects, guest speakers, current events, and documentaries, we will bring to life the concepts of economics read in the textbook. *Prerequisite: completion of US History, AP US History or department permission.*

### **Honors Interactive History**

The ways which we can now “do” history, transform and recreate elements of the past into a contemporary medium, are far greater than they once were. Increasingly, many historians—professional, amateur, and casual—have explored the possibility of designing interactive histories, histories that audiences can actively engage. The leading tools for interactive history are simulation game design technologies and interactive text tools. These allow historians of all kinds to craft representations of the past that audiences can actively engage, immersing themselves in the roles and environments of agents from the past. Questions arise with these new media, however, that students in this course will have to engage

- Can interactive technologies effectively “do” history, effectively represent the past, and how do they shape interpretations of the past differently than narrative text, analytical text, painting, and film?
- What is the value of counterfactual history, inherently a part of interactive history, and what are the problems and pitfalls of the counterfactual approach?
- What is the role of Public History in these matters? Can and should history be more than the academic monograph or article, more than the work of the academic experts?

To tackle these questions students will engage in studying the past through reading historical texts, reading scholarship on interactive history, and sampling, analyzing, and designing a number of interactive histories. *Prerequisite: completion of US History, AP US History or department permission.*

## **❖ Third Quarter Electives**

### **Constitutional Issues**

Do you want to be a Supreme Court justice, but find yourself unlikely to be nominated for the position by the president? Well, here's your chance to play at being one of our country's top judges! After a short overview of the American court system and an introduction to the differing approaches to constitutional interpretation, we will consider four or five cases currently pending in the United States Supreme Court. For each case, students will independently research the applicable law (primarily by reading court opinions, lawyers' briefs, and law review articles) and then come together for a group discussion and resolution of the issue – just like the justices do in Washington. While the cases addressed vary from year to year, in recent years we have considered the constitutionality of applying the death penalty to minors, the

constitutionality of prayer at public school graduation ceremonies, the constitutionality of random drug testing in public schools, the meaning of the constitutional right to “keep and bear arms,” the constitutionality of the federal ban on “partial-birth” abortions, the constitutionality of affirmative action programs, and other stimulating cases. So, come on; give it a try. Who knows, perhaps one day you’ll actually be nominated to serve on the Court; then you can confidently say to the senators in your confirmation hearing, “Trust me; I’ve done this before....” *Prerequisite: completion of US History, AP US History or department permission.*

### **The End of the Soviet Union and the Rise of Putin’s Russia**

Authoritarianism is on the rise globally. We are witnessing today in Europe, Asia, and the United States a backlash against the consequences of globalization. What role has Putin’s Russia played in the global illiberal tilt? The Soviet Union, the largest empire in human history, exited the world stage in 1991. Having defeated Nazi Germany and propelled by an ideology aimed at world dominion, the Soviet Union spent more than forty years fighting proxy wars against its nuclear and doomsday adversary, the United States, and then, suddenly and unexpectedly, collapsed with barely a whimper. How and why did this happen? How would a landmass covering ten-time zones be governed? As we will see, the transition proved much harder and more painful than anyone expected. Russian oligarchs snapped up government industries at a fraction of their true worth and, an aging, besotted, and inept Yeltsin became embroiled in accusations of corruption. In 1999, President Yeltsin turned to an unknown, former KGB officer: Vladimir Putin. In the years since, Putin has directed a country whose government is a semblance of a democracy but, in reality, is an authoritarian and kleptocratic government. Championing Russian nationalism, weakening NATO, destabilizing Western democracies are Putin’s political ambitions. Putin is the master Machiavellian of our time. By what means did the unknown Putin rise to power in Russia? Putin’s estimated personal fortune is listed at \$40 billion—all of it confiscated. If Putin runs Russia as if he were a mafia boss, why, then, is he wildly popular today among the Russian people? We will zero in on Putin’s cult of personality and his foreign policy by taking a close look at his business practices, his finances, Russia’s 2014 invasion of Ukraine and its illegal annexation of Crimea, and Putin’s interference in the 2016 U.S. presidential election. *Prerequisite: completion of US History, AP US History or department permission.*

### **Honors Senior History Research Seminar**

This course is intended to serve interested students as a capstone project. Students are expected to complete a thesis-based research paper and, as an option, a project in a separate medium of their choice, including graphic novels, curated museum exhibitions, oral history, podcasts, documentary films, art installations, and conference posters. Commonly used research sites include the upper school’s collection and its digital access to JSTOR, Academic Search Premier [EBSCO], Gale, ABC/CLIO, Google Scholar, Proquest Newspapers, books, and magazines accessed through Hamilton County Public libraries, the University of Cincinnati Library, newspaper Source (PLCH) and Wolfram Alpha (Statistical analysis).

The bulk of student research, writing, and project design will be completed in class. Class time will be reserved for students to work independently and together under the supervision of the seminar teacher and Mr. Tracey-Miller. Peer review checkpoints and teacher assessments will occur throughout the ten-week course. There will be no more homework than what students would expect in a traditional history elective. In consultation with the teacher and Mr. Tracey-Miller, students will decide on a history paper/project of interest to them. Using the research tools of a historian, students are encouraged to choose topics from a wide-range of disciplines, including science, economics, politics, art, architecture, music, international relations, government, religion, and popular culture. The paper/project must move the student researcher beyond a discipline’s insular focus to a broader consideration of the topic’s historical and cultural influence. *Prerequisite: completion of US History, AP US History or department permission.*

## **Roman Republic**

From a small collection of hillside villages in the swamps of Latium to a Mediterranean empire and the direct political model that inspired the framers of the U.S. Constitution, the Roman Republic is a study in the social, cultural, political, and economic birth, growth, and transformation of a pre-industrial society. Issues ranging from the foundations of political protest from unrepresented groups in Roman society, the relationships between city and country, the competitive culture of the aristocracy, the role of family in Roman life, the complex relationships between Greek and Roman culture, and the upheavals that ripped the Republic apart will be explored. Always present are the fundamental problems of evidence and interpretation inherent in reconstructing a culture 2000 years past, but still the source of inspiration for movies, plays, books, games, politics, and even fashion. These and other critical issues will be explored through a combination of foundational and 21<sup>st</sup> century historical approaches: primary source seminars, discussion of modern models of Roman society, and simulation play and analysis. This is an ideal course for anyone interested in taking a challenging course in applied historical methods, enjoys approaching the study of history in new and engaging ways, and flourishes when given a fair degree of responsibility for their own learning. *Prerequisite: completion of US History, AP US History or department permission.*

## **❖ Fourth Quarter Electives**

### **The History of Modern India**

This course traces modern South Asian history from the end of British influence to a snapshot of current conditions in the world's largest democracy. Topics include the rise of nationalism, Gandhi, partition and independence. Students will consider how historical events have contributed to India's identity and the structure of modern life. Class will be mostly discussion based; students are required to complete the reading, post comments about the reading on OneNote, make regular contributions in class, and write three two-page essays. *Prerequisite: completion of US History, AP US History or department permission.*

### **Modern China**

China is the world's next superpower. China has more than one hundred cities with populations of one million or more—America has nine. The Maglev train from the airport to Shanghai reaches speeds of 240-mph. The single province of the Pearl River Delta of Guangdong, just north of Hong Kong, has become the world's manufacturing center. In a single factory complex more than 250,000 Chinese workers man the assembly lines, sleep in its dormitories, and eat in the company cafeterias. In this course we will examine the extraordinary story of China from the time of Mao and the Communist Revolution to its present status as a rising economic and political colossus. We will explore the impact of China's economic transformation on its political system and its culture. Questions we will ask include: How has daily life changed in China over the past decade? Is continued economic growth at its current pace sustainable? What ecological threats does China's growth pose? What are the prospects for constructive and peaceful relations between China and the United States in the years ahead? The class will be conducted as a seminar. *Prerequisite: completion of US History, AP US History or department permission.*

### **Introduction to Philosophy**

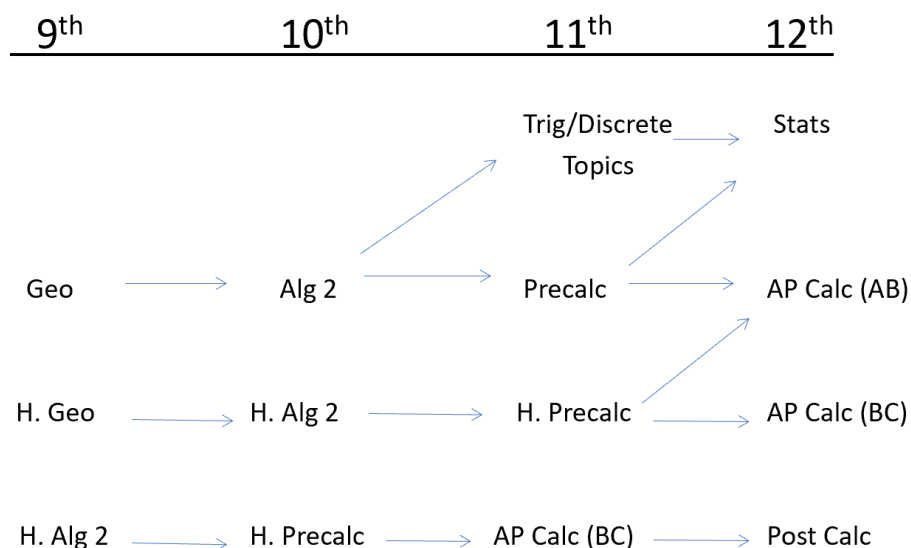
What is real? How do we know anything? How do we know what is right and what is wrong? Humanity has struggled with these questions for millennia, and so will we in this introduction to philosophy. We will focus on how different thinkers and different systems of beliefs have responded to the questions of reality, knowledge, and ethics. Particular attention will be paid to several key thinkers in the Western Philosophical tradition: Plato, Aristotle, Descartes, Hume, Nietzsche, and Kant. The course relies heavily on the seminar

format: students are required to prepare assigned readings from philosophical works and participate in discussions of the readings. *Prerequisite: completion of US History, AP US History or department permission.*

### Exploring Humanitarian Law

This course aims to expose students to the central issues of international humanitarian law (IHL). Also known as the “law of war” or the “law of armed conflict,” IHL is a branch of international law aiming to protect life and human dignity during armed conflict and to reduce and prevent the suffering and destruction that result from war. IHL seeks to limit the effects of armed conflict by protecting persons who are not or who are no longer participating in the hostilities and by restricting the means and methods of warfare. The class has several goals: to improve awareness of humanitarian norms, limits, and protections applicable to situations of armed conflict; to increase awareness of the multiple perspectives of those involved in armed conflict and of the complexity in the application of humanitarian law; to generate interest in humanitarian issues at the local, national, and international level; and to cultivate the capacity to view conflict situations from a humanitarian perspective that places respect for life and dignity at the center of the analysis. *As its title suggests, “exploration” is the class’s main pedagogical approach. The class is less concerned with mastering facts and memorizing historical dates than it is with emphasizing the application of concepts about respect for and protection of life and human dignity to real armed conflicts and other situations of violence. It involves students in ethical considerations that may challenge their values, traditions, expectations and the idea that there is one correct answer to every question. Its approach reinforces many important academic and life skills such as communication, disagreeing respectfully, reasoning, research, problem-solving, and critical thinking. Prerequisite: completion of US History, AP US History or department permission.*

## MATHEMATICS





## ❖ Full Year Courses

### **Geometry**

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. *Placement based on recommendation of 8<sup>th</sup> Grade teacher.*

### **Honors Geometry**

The primary focus of this advanced course is geometric investigation, hypothesis formation, and proof. This is the first course where 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. *Placement based on recommendation of 8<sup>th</sup> Grade teacher.*

### **Algebra II**

This course gives further depth to the concepts developed in Algebra I and covers the following topics: a brief review of linear graphs: absolute value inequalities; linear, quadratic and absolute value functions (their graphs and defining features); properties of exponents; systems of linear and quadratic equations and inequalities; quadratics equations, including complex number solutions; an introduction to exponential, logarithmic, polynomial, and radical functions; and an introduction to matrices. *Prerequisite: Completion of Geometry or Honors Geometry.*

### **Honors Algebra II**

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: 3x3 systems of equations, systems of nonlinear equations, conics, and linear programming. The instructor may add other 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. The computer software Mathematica is a required part of the course. *Prerequisite: Grade B or higher in Honors Geometry.*

### **Trigonometry and Discrete Topics in Math**

This course is designed to be a transition between function-based mathematics and Statistics. One semester of Elementary Trigonometry finishes the study of Precalculus topics. This semester emphasizes foundational trigonometric topics starting with geometric definitions and working through analytical trigonometry, including law of sines and cosines. During the second semester, students will explore a variety of mathematical topics including, but not limited to, matrices, vectors, and financial literacy. Standardized test practice will also be provided throughout the year based on the needs of students enrolled in the class. *Prerequisite: completion of Algebra II and department recommendation.*

### **Precalculus**

This course leads to AP Calculus (AB). Topics include: a review of exponential functions (including the number  $e$ ) and logarithmic functions (including the natural log), complex numbers, 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 sequences, series, and limits. *Prerequisite: Grade B+ or higher in Algebra II and department recommendation.*

### **Honors Precalculus**

This advanced course leads to AP Calculus (BC). The topics covered include trigonometric functions (their graphs and properties, equations and identities), vectors, polar coordinates and graphs, parametric

equations, series and sequences, and an introduction to limits as it applies to AP Calculus. The computer software Mathematica is a required part of the course. *Prerequisite: Grade B or higher in Honors Algebra II and department recommendation.*

### **Statistics**

This course is designed to be the terminal experience in our non-function-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 on what the data tells them. Topics covered include visual and numerical summaries of data, the normal curve, regression, probability, statistical inference, confidence intervals, and hypothesis tests with applications in the real world. The TI-Nspire CX CAS graphing calculator, provided by CCDS, will be an important tool for modeling and analyzing large data sets. *Prerequisite: Completion of Trigonometry and Discrete Topics in Math or department recommendation.*

### **AP Calculus, AB**

This AP course covers the following topics: functions, limits, instantaneous rate of change for functions, derivatives of algebraic functions, applications of the derivative, integration, applications of definite integral, transcendental functions, methods of integration, separable differential equations and slope fields. *Prerequisite: B or higher in Precalculus or completion of Honors Precalculus and department recommendation. Summer review work is required.*

### **AP Calculus, BC**

This AP course covers the following topics: instantaneous rate of change for functions, limits, derivatives of algebraic functions, applications of the derivative, integration, application of definite integral, transcendental functions, methods of integration, separable differential equations and slope fields, vectors and parametric equations and infinite series. *Prerequisite: Outstanding achievement in Honors Precalculus or its equivalent and department recommendation. Summer review work is required.*

### **Linear Algebra**

This course is designed for students who have successfully completed AP Calculus or who are concurrently taking BC Calculus and have a strong interest in mathematics. The following topics are covered: systems of linear equations and matrix algebra,  $n$ -dimensional vector spaces over  $\mathbb{R}^n$ , vector geometry, eigenvalues and eigenvectors, matrices as linear transformations, orthogonality and least squares problems, and abstract systems like groups, fields, and rings. *Prerequisites: AP Calculus (AB or BC) and department recommendation. This course may not be offered each year.*

### **Multivariable Calculus**

This course is designed for students who have successfully completed AP Calculus or who are concurrently taking BC Calculus, and have a strong interest in mathematics. It covers vector and multi-variable calculus and includes the following topics: review of specific BC Calculus topics, vectors and matrices, surfaces, parametric curves, partial derivatives, double and triple integrals, and 3-dimensional space. Similar to AP Calculus, students will learn how to express these mathematical ideas numerically, graphically, and algebraically. *Prerequisite: Successful completion of AP Calculus (AB or BC) and department recommendation. This course may not be offered each year.*

### **AP Statistics**

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. Statistical computer software will be used, and the TI-Nspire graphing calculator (provided by CCDS) will be an important tool for modeling and analyzing small data sets. Topics covered include interpreting graphical

displays of, summarizing, and comparing distributions of univariate data, exploring bivariate data and categorical data, planning and conducting surveys and experiments, probability as relative frequency, combining random variables, the normal distribution, simulating sampling distribution, confidence intervals, tests of significance and t-distributions. *Prerequisites: Completion of Precalculus or concurrent placement in Honors Precalculus or higher and department recommendation.*

## **WORLD LANGUAGES**

### **❖ Full Year Courses**

#### **Chinese**

##### **Chinese I**

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 in 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. *Lower level language courses are reserved for ninth and tenth grade students. Eleventh and twelfth grade students can take these courses concurrently with another language course with departmental approval.*

##### **Chinese II**

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. *Prerequisite: Chinese I or equivalent.*

Subsequent courses will be added so that students can fulfill graduation requirement with three years of Chinese including Chinese III, Pre-AP Chinese, and AP Chinese Language and Culture.

#### **French**

##### **French I**

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, such as: 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. *Lower*

*level language courses are reserved for ninth and tenth grade students. Eleventh and twelfth grade students can take these courses concurrently with another language course with departmental approval.*

## **French II**

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. *Prerequisite: French I or equivalent.*

## **Honors French II**

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 requires students to be independent in their learning. Independent reading of literary and non-literary texts is incorporated. *Prerequisite: French I or equivalent and department recommendation.*

## **French III**

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. *Prerequisite: French II.*

## **Pre-AP French**

This course builds on what students have studied in French II Honors. 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 requires students to be independent in their learning. Independent reading of literary and non-literary texts is incorporated. Students work on extended conversation in the target language with appropriate pronouns and more complex sentence structures. *Prerequisites: Honors French II and department recommendation.*

## **French Conversation\*\***

Explore, investigate, and engage in this intermediate level course that will broaden vocabulary and improve proficiency. Make a video to market our school. Prepare for a job interview. Create a trailer for your own reality television show. Participate in on-line chatting in French. Connect with students and organizations in the French-speaking world. These are some of the projects and activities in which students can participate in French Conversation. Themes are selected according to students' interests and relevance to their lives--such as school, French cooking, French cinema, professional life, world travel, history, current events, technology, and the environment. Students move beyond the structure of a textbook to authentic language through television and podcasts. An important goal is to expand the student's view of the Francophone world and increase cultural awareness. *Prerequisite: French III.*

### **French Cultural Connections\*\***

Explore the diversity of French-speaking countries in this intermediate level course. Students will expand their vocabulary and improve their proficiency as they investigate the French-speaking world from France to Senegal. What are unique customs of each country? Who are the leading musicians, actors, and politicians? What are the specific issues facing each country? What defines each country's identity in terms of historical figures, artists, and literary celebrities? What are the most popular films? Themes are selected according to student interest and relevancy to their lives such as media, film, sports, tourism, current events.... Students move beyond the targeted structures of the textbook to authentic language through advertisements, excerpts from popular French-language films, and social media. An important goal is to expand the student's view of the French-speaking world and increase cultural awareness. *Prerequisite: French III.*

### **AP French Language**

This is a college-level course that prepares students for the AP French Language & Culture Exam in May. Students work at an advanced level on all four skills: speaking, listening, reading, and writing. A repertoire of vocabulary and idiomatic expressions focusing on education, familial relationships, professions, health, leisure activities, travel, and household items are introduced and practiced through reading articles, novels or plays, listening to music, playing games, performing skits, and watching movies. Students narrate past, present, and future events; make hypothetical statements in the present and past; express opinions, desires and doubts; explain and support opinions. Throughout the course students are required to express themselves in French. *Prerequisites: Pre-AP French and department recommendation.*

### **Honors French Literature**

This course is an intensive course equivalent to a third-year survey of literature course at the college level. The course advances through the reading of significant works of French and Francophone literature from the 16<sup>th</sup> to the 20<sup>th</sup> century. How to critically analyze a literary text and the connection between form and content are explored as well as various critical approaches to literature. The course involves discussion of the major themes of literature with expository writing in French. Summer reading is required. Results from the AP Language exam are taken into account when a student enrolls for the Honors French Literature course. *Prerequisite: AP French Language or permission of the department for seniors who have successfully completed Pre-AP French.*

## **Spanish**

### **Spanish I**

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. *Lower level language courses are reserved for ninth and tenth grade students. Eleventh and twelfth grade students can take these courses concurrently with another language course with departmental approval.*

### **Spanish II**

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 sports, dining, travel, geography, residence, and transportation. 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. *Prerequisite: Spanish I or equivalent.*

### **Honors Spanish II**

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 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 requires students to be independent in their learning. Independent reading of literary and non-literary texts is incorporated. *Prerequisite: Spanish I or equivalent and department recommendation.*

### **Spanish III**

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. *Prerequisite: Spanish II.*

### **Pre-AP Spanish**

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 requires students to be independent in their learning. Independent reading of literary and non-literary texts is incorporated. *Prerequisites: Honors Spanish II and department recommendation.*

### **Spanish Conversation\*\***

Explore, investigate, and engage in this intermediate level course that will broaden vocabulary and improve proficiency. Make a video to market our school. Prepare for a job interview. Create a trailer for your own

reality television show. Participate in on-line chatting in Spanish. Connect with students and organizations in the Spanish-speaking world. These are some of the projects and activities students can participate in Spanish Conversation. Themes are selected according to student interests and relevance to their lives such as school, cooking, cinema, professional life, world travel, history, current events, technology, and the environment. Students move beyond the structure of the textbook to authentic language through the internet and podcasts. An important goal is to expand the student's view of the Spanish-speaking world and increase cultural awareness. *Prerequisite: Spanish III.*

### **Spanish Cultural Connections\*\***

Explore the diversity of Spanish-speaking countries in this intermediate level course. Students will expand their vocabulary and improve their proficiency as they investigate the Spanish-speaking world from Argentina to Spain. What are unique customs of each country? Who are the leading musicians, actors, and politicians? What are the specific issues facing each country? What defines each country's identity in terms of historical figures, artists, and literary celebrities? What are the most popular films? Themes are selected according to student interest and relevancy to their lives, such as: media, film, sports, tourism, current events. Students move beyond the targeted structures of the textbook to authentic language through advertisements, excerpts from popular Spanish-language films and social media. An important goal is to expand the student's view of the Spanish-speaking world and increase cultural awareness. *Prerequisite: Spanish III.*

### **AP Spanish Language**

This is a college-level course that prepares students for the AP Spanish Language & Culture Exam in May. Students work at an advanced level on all four skills: speaking, listening, reading and writing. A wide repertoire of vocabulary and expressions are practiced through reading articles, novels, or plays; listening to music, playing games, performing skits, and watching movies. Reading and comprehension of classic short stories, newspaper articles, internet resources, and excerpts from Hispanophone literature are an integral part of the course. Students narrate past, present, and future events; make hypothetical statements in the present and past, express opinions, desires and doubts; explain and support opinions. Throughout the course students are required to express themselves in Spanish. *Prerequisites: Pre-AP Spanish and department recommendation.*

### **AP Spanish Literature**

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. *Prerequisites: Spanish AP Language and department recommendation.*

**\*\*French and Spanish Cultural Connections as well as French and Spanish Conversation are designed for the student who has successfully completed level III of the language. These courses will be offered on an alternating basis.**

## **SCIENCE**

### **❖ Full Year Courses**

#### **Earth Science**

Earth Science is an introductory-level course integrating topics in basic chemistry, rocks and minerals, geology, and meteorology. The course develops an understanding of the natural processes that have helped to shape the Earth and the effects that these processes have on each other. Emphasis is placed on the physical and chemical principles that underlie these processes. Topics that will be addressed in discussions and lab work include mapping, rocks and minerals, plate tectonics, geologic time, hydrogeology, and the atmosphere.

#### **Honors Science: Biology/Chemistry**

Honors Science is a challenging introductory-level course. The major emphasis is the biochemical basis for life, which lays the groundwork for the theory of evolution by natural selection. The chemistry necessary for the understanding of biochemical topics is studied. Approximately one-half of the course is devoted to chemistry. Students that elect this course are pointed towards Advanced Placement Biology in the sophomore year and Advanced Placement Chemistry in the junior year. The course should be attempted only by very talented students willing to make a consistently strong effort. *Prerequisite: Department recommendation.*

#### **Biology**

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.

#### **AP Biology 10**

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 rapid and the work is intense. *Prerequisite: Department recommendation.*

#### **General Chemistry**

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**

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. *Prerequisite: Department recommendation.*



### **AP Chemistry**

AP Chemistry is a demanding, fast-paced honors 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 the course as a second year of chemistry. *Prerequisite: Department recommendation.*

### **Physics**

Physics provides a hands-on experience with the basic principles of physics, as well as rigorous practice in logical thinking skills. Students use sophisticated computer tools to gather and analyze data about simple physical phenomena and use their results to develop various physical laws and to make predictions about additional phenomena. They then confirm or refute their predictions by experiment. Topics include mechanics, electricity and magnetism, optics, and sound. Additional emphasis is placed on the development of computer and laboratory skills.

### **Honors Physics**

Honors Physics is a college-level, calculus-based introduction to physics. The focus of the course is classical mechanics, with additional work in electricity, magnetism, optics, and modern physics. The course combines a hands-on experience of basic physical phenomena with a traditional emphasis on derivations and problem sets. Students gain extensive experience in using computers to gather data, analyze data, and model physical systems. Students must be taking either AB or BC Calculus concurrently. *Prerequisite: Department recommendation*

### **❖ Semester Courses**

#### **Environmental Studies (Second Semester Only)**

Environmental Studies will provide students with an opportunity to expand on the scientific principles, concepts, and methodologies learned in Biology to understand the natural world. Using their background in biology and chemistry students will identify and analyze environmental problems (natural and man-made), evaluate the risks associated with these problems, and examine solutions for resolving or preventing them. Among the many topics that may be covered include ecology, population dynamics, sustainable resource use and the consequences of global changes. *Prerequisite: Biology and at least a semester of Chemistry*