



UPPER SCHOOL CURRICULUM GUIDE 2018-2019

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THE UPPER SCHOOL CURRICULUM

The challenging Upper School program addresses the unique needs and interests of the maturing pre-university learner. We strive to offer opportunities for students to develop self-confidence, compassion, and a love of learning in and beyond our school. In order to meet these challenges, we support our students through strong relationships with our faculty and teach them to take responsibility for their learning, seek help when needed, and connect school-based learning to real life. Small classes, orchestrated by outstanding teachers, allow our students to receive deeper individualized feedback in addition to enabling us to explore topics through interactive, student-centered approaches. Our teachers are studied professionals committed to developing resourceful, independent, and responsible young people. Close personal relationships permit frequent encounters for teachers, parents, and students to know one another well.

Our Upper School curriculum is ordered to provide enthusiastic readiness for challenging university programs. A broad and demanding liberal arts curriculum offers our students the best opportunities to understand themselves and the wonders around them. At the same time, a strong liberal arts approach provides the best foundation for further study and for life. Differentiators of the CSS course of studies include a fourth year of math, the College Overview and Public Speaking course for sophomores, four Experience Centered Seminars (ECS), an integrated global perspective, at least two years of art (with exposure to music, theatre, and visual), at least one club, Athletics/Activities, at least 18 hours of Community Service each year, and a Digital Portfolio. In order to maximize our course offerings while maintaining a smaller personal community, we also offer some of our classes on a block system, which enables students taking 90-minute courses to earn full-year credits in just half a year. These longer blocks also provide adequate time for in-depth discussion, field experiences, and lab work.

Academic courses in the Upper School offer our students the opportunity to delve deeply into a wide variety of subjects. We believe knowledge becomes more meaningful when it is purposefully connected to experience; therefore, our rigorous, research-based, college-prep curriculum is approached through active learning, field applications, interdisciplinary analysis, and problem solving. We place an emphasis on helping students develop the inquiry, analytical, documentation, and presentation skills they will need in competitive college environments and life. An experiential approach combined with small group, large group, and individualized student-teacher interactions provide CSS students with numerous opportunities to further develop critical thinking and problem solving skills in all subjects. Our goal is to prepare our students so they can form and defend their own opinions on diverse topics.

CSS seeks to prepare and enable each of our students to gain admission to the colleges and universities that are a "best fit." The various components of the CSS Upper School program work together to enable our students to become the adults they want to be, equipped with a strong knowledge and skill base, multiple perspectives, and creative problem solving skills, giving them the "cutting edge" in facing the complex challenges of college and beyond.

UPPER SCHOOL GRADUATION REQUIREMENTS

A minimum of 31 credits are required for a student to earn a CSS diploma.
CSS students will take the following required coursework.

DEPARTMENT	CREDITS	SPECIFICS
ENGLISH	4.0	<ul style="list-style-type: none"> World Literature and Composition (9th) European Literature and Composition (10th) American Literature & Composition or AP Language & Composition (11th) Senior Seminar: Topics in Literature or AP Literature & Composition (12th)
MATHEMATICS	4.0	<ul style="list-style-type: none"> Mathematics courses through at least Algebra 2, generally in the following sequence: Geometry, Algebra 2, FST, advanced electives
HISTORY	3.0	<ul style="list-style-type: none"> Global Studies & World Geography (9th) World History (10th) U.S. History or AP U.S. History (11th or 12th)
WORLD LANGUAGES	3.0	<ul style="list-style-type: none"> Three consecutive credits in one world language, successful completion of an AP course, or a score of 3 or better on an AP world language exam followed by a course of study in an alternative language, for a total of at least 3.0 credits
SCIENCE	3.0	<ul style="list-style-type: none"> Biology (9th grade lab science) Chemistry (10th grade lab science) At least one advanced lab science elective
ARTS	2.0	<ul style="list-style-type: none"> Arts Foundations (9th) Any combination of specialty art courses with a maximum of 0.5 credits contributed each by Band and/or Vocal Ensemble
ECS	4.0	<ul style="list-style-type: none"> One Experience Centered Seminar per year (9-12th)
COLLEGE PREP	0.5	<ul style="list-style-type: none"> College Overview & Public Speaking (10th)
HEALTH	0.5	<ul style="list-style-type: none"> Health & Wellness class (9th)
ELECTIVES	3.0	<ul style="list-style-type: none"> Any elective courses not being used to fulfill other departmental requirements
ACTIVITIES (1.0 credit per year)	4.0	<ul style="list-style-type: none"> Athletics, Theatre, Model UN, Robotics, approved non-CSS activities

Any grade other than an F is considered “passing” at CSS, and the student will receive credit.

In addition to the above coursework, students must meet the following criteria:

- Community Service (18 hours per year, 9-12th)
- Digital Portfolio completion (each year, 9-11th)
- Completion of a Senior Capstone (12th)

SAMPLE COURSE OF STUDY

<p>Grade 9</p> <ul style="list-style-type: none"> • World Literature & Composition • Global Studies & World Geography • Geometry • Spanish II-III or French II • Biology • Arts Foundations • Health & Wellness • Experience Centered Seminar (ECS) • Athletics/Activities 	<p>Grade 10</p> <ul style="list-style-type: none"> • European Literature & Composition • World History • Algebra 2 • Spanish III-IV or French III • Chemistry • Fine Arts Elective • College Overview & Public Speaking • ECS • Athletics/Activities
<p>Grade 11</p> <ul style="list-style-type: none"> • American Literature & Composition or AP Language & Composition • U.S. History or AP U.S. History • FST (Functions-Statistics-Trigonometry) and/or PreCalculus • Spanish IV–AP or French IV • AP Chemistry, AP Biology, AP Environmental Science or other science elective • Fine Arts Elective • ECS • Athletics/Activities 	<p>Grade 12</p> <ul style="list-style-type: none"> • Senior Seminar: Topics in Literature or AP Literature & Composition • Economics (Micro/Macro or AP Micro/Macro), or other History Elective • AP Calculus, Statistics, AP Statistics, or other math elective • Spanish IV-AP or French IV-AP • Physics, AP Chemistry, AP Biology, AP Environmental Science or other science elective • Fine Arts Elective • ECS • Athletics/Activities

VARIATION IN CLASS LENGTH

45-Minute Classes: Forty-five minute class periods are the most common at CSS.

90-90-45-Minute Classes: Half of these courses will meet for 90 minutes on Mondays and Wednesdays and 45 minutes on Fridays. The other half will meet on Tuesdays and Thursdays for 90 minutes and 45 minutes on Fridays.

90-Minute Classes: Ninety-minute courses meet Monday-Friday and compress a year's worth of work into a single semester. The only class currently following this model is Advanced FST / Advanced PreCalculus.

ADVANCED PLACEMENT COURSES (APs)

CSS is proud to be able to offer Advanced Placement (AP) courses in several fields of study to eligible students. Through these college-level courses and exams, students can earn college credit and advanced placement, stand out in the admissions process, and learn from some of the most skilled, dedicated, and inspiring high school teachers in the world. Because AP courses are so challenging, CSS and many colleges weight AP grades an extra point when calculating GPA.

These courses are very demanding of the student's time. It is uncommon for a student to be able to handle more than three AP courses when s/he is also trying to balance time and energy between team sports, theatre production, clubs, community service, and other interests.

AP Policies and Procedures

Students with a cumulative minimum GPA of 3.00 who earn at least an A- in all regular prerequisite courses and at least a B in all advanced prerequisite courses for a given AP class are automatically eligible to take that AP course.

Students who do not meet this standard for automatic eligibility may petition to the appropriate Department Chair and the Academic Dean for a nomination to take an AP course. Interested students may obtain an AP Petition Form from the Registrar. After completing the form, the student will meet briefly with the teacher, the appropriate Department Chair and the Academic Dean to discuss the student's motivation and the wisdom of taking on this challenge. Teacher recommendations can play an important role in this petition process, and the Department Chair will discuss the situation with the student's prerequisite class teacher in addition to the AP teacher.

The overall rigor of a student's schedule will be considered. When an individual student desires to take more than two AP courses, the situation will be discussed by a group of US faculty, the student's advisor, the Academic Dean, and the College Counselor. This group will weigh the capacity the student has demonstrated for such intense work in the past and may make recommendations to the student and family.

In addition to AP courses, Advanced Art and 90-minute math (Advanced FST / Advanced PreCalculus) courses follow the AP eligibility protocols.

Students nominated for AP/Advanced courses consistently demonstrate the ability to:

- Turn in assignments on time
- Advocate for him/herself by attending scholar sessions as needed
- Pursue the study of a topic beyond what is presented in a textbook, class lecture, or course material independently
- Display a sincere interest, academic curiosity, and/or passion in the discipline
- Apply intellectual maturity to think critically about college level material
- Utilize integrity in the face of academic demands
- Work collaboratively as a prepared and contributing partner in group work and as a prepared and vocal participant in class discussion
- Process large volumes of challenging information at a high level.

NON-TRADITIONAL COURSES

The courses below are critical elements of the Upper School program and provide our students with academics and personal experiences that go well beyond the traditional high school curriculum in preparing them for college and beyond.

HEALTH & WELLNESS (Freshman Requirement)

0.5 CREDIT

Recognizing that individual wellness is foundational to developing an optimal and resilient self over time, this survey course engages students in the first year of Upper School by exploring some of the essential elements of living a healthy lifestyle. The key health and wellness domains in the CSS Wellness Program (physical, social, emotional, brain, and essential traits of character development) form the framework of this course. Key integrated topics include: nutrition, goal setting, decision-making, substance use and effects, violence prevention effects of social media and cyberbullying, violence prevention, sleep, sexuality, consent, protection, gender issues, anxiety, cultural differences, happiness, positive communication, relationships, suicide, and current wellness topics. This course meets five days per week and includes two days of physical fitness. Students devise and follow their own personal fitness plans as they develop exercise habits to meet their needs through high school, college, and beyond.

COLLEGE OVERVIEW (Sophomore Requirement)

0.25 CREDIT

This required course is one of the hallmarks of the CSS experience and is designed to prepare sophomores for the college admission process by literally turning them into college admission experts. Information regarding every aspect of the college admission process is covered during the class. Students begin by initiating their own searches for “best fit” colleges and universities. Each student is also expected to complete a college application, develop a list of potential colleges, complete an interview simulation, create a resume, write an essay, critically analyze college propaganda, develop a college plan, identify all recommendation writers, prepare for the college entrance exams, request a transcript and research scholarship possibilities. As a result, CSS students are aware of and primed for the entire college admission process well before their senior year, which gives them the advantage of strong mentorship and advocacy with the colleges, as well as the gift of time to plan strategically. This course is partnered with Public Speaking.

PUBLIC SPEAKING (Sophomore Requirement)

0.25 CREDIT

Public speaking is a performance course designed to improve students’ public communication skills. Students create, practice, deliver and critique speeches in a variety of modes (introductory, impromptu, commemorative, informative and persuasive.) Readings and discussions cover the following topics related to public speaking and speech-writing: purposes, ethics, audience, organization, research and development of ideas, and delivery. Students are actively engaged in both the speaking and listening processes. Through this course, students gain skills and practice to prepare them for the speech each of them will deliver to the entire Upper School student body.

CAMPUS INTERNSHIP

0.5 CREDIT

Through this supervised internship students gain real life experience in a professional setting. In addition to gaining experience navigating an adult environment, the internship is worth noting on a college resume and may lead to a great college recommendation. A student requesting an

Internship must complete an Internship Proposal form, obtained from the Registrar. This course is Pass/Fail.

NON-CSS ONLINE COURSES

Online courses are becoming more popular in the world of education, and CSS is exploring various options for our students. Should a student wish to consider an online course not offered by CSS, please contact the Registrar.

EXPERIENCE CENTERED SEMINARS (ECSs) 1.0 CREDIT/YR

The ECS Program at CSS is designed to allow students to approach large, complex, multidisciplinary problems, to experience other cultures, and to apply classroom theory widely in the world. Each Upper School student participates in one ECS each year. Courses span three weeks and fall into several categories. Some seminars are place-based, that is, they study a substantive question in a part of the world in which it is relevant. Examples are ocean biodiversity in Bonaire and comparative government in Scandinavia. These seminars are infused with cross-cultural exposure. Other seminars are project-based, that is, they focus on a specific product and the process that generates it. Examples of this are *The Great Iron Pour*, for which students study the history of metal discovery and use, build their own cupola, then melt iron to cast art pieces; and *Space Exploration*, in which students apply the engineering process when designing and building high altitude balloon payloads and model rockets to meet flight criteria. Still other ECSs combine project-based, place-based, and service learning-based models. Examples of this are *Expedition Quebec*, which exposes students to French-Canadian language and culture, and *Sustainable Water in Tanzania*, which engages our students in helping individual families construct storm water catchment basins that fundamentally change the lives of mothers and children in arid, developing countries.

ATHLETICS / ACTIVITIES CREDIT 1.0 CREDIT/YR

Four credits, one per school year, and preferably a half credit each semester, are required in athletics or another area of interest to graduate from CSS. The school provides a variety of options to achieve this unit of credit:

1. Team sport participation for 0.5 credits each season.
2. Participation in a theatre production for 0.5 credits each season.
3. Participation in an established community service program with a minimum of 50 hours of participation for 0.5 credits. (This is in addition to the regular community service requirement.)
4. Participation in a school-approved community-based music, dance, or athletic activity with 0.5 credits for each 50 hours of successful participation.
5. Full involvement in Model United Nations, including participation in more than half of the meets, will be rewarded with 0.5 credits.
6. Full involvement in Robotics Club, including regular attendance and participation in at least one competition, will be rewarded with 0.5 credits.

Options 3-4 above require an application and pre-approval. Forms are available from the Registrar. Only hours in which a professional coach or trainer is working directly with the

student can be counted as part of the 50 required hours. A detailed time log, verified by the coach/trainer, must be filed with the Registrar on or before the last day of the semester that credit is to be recorded. This is the sole responsibility of the student. Reminders will be given, and failure to meet this annual requirement will result in an “F” on the student’s transcript. To compensate, extra credits must be earned in subsequent semesters.

COMMUNITY SERVICE

Upper school students are required to complete a minimum of 18 community service hours each year. We help students get started on this requirement by providing a 6-hour school service day, where students are placed with community partners such as the Rocky Mountain Field Institute, Cheyenne Mountain State Park, CPCD Giving Children a Head Start, and Care and Share Food Bank for Southern Colorado. They are expected to follow their own passions and interests when earning the remaining 12 hours required each year, and students who are enthusiastic often earn hours far in excess of this minimum requirement.

Students who do not meet this requirement will earn an “F” on their transcript. A student is allowed to remove this “F” by completing double the number of missed hours the following year, in addition to completing the normal number of expected hours for that year.

DIGITAL PORTFOLIO

Each year in grades 9-11, students are required to select and archive four artifacts to illustrate their points of substantive learning and/or accomplishment during the year. For each artifact, they write a reflection detailing what learning occurred and why it was important. These artifacts align with eight identified capacities. Students who do not meet this requirement will earn an “F” on their transcript.

SENIOR CAPSTONE

Seniors embark on an individualized, student-generated project to be completed at the end of the senior year. Starting in the fall, Capstone experiences are developed in consultation with a Project Director, Faculty Sponsor, Community Mentor, and proposals are approved by a faculty committee. Capstones will culminate in a Digital Portfolio artifact and reflection, as well as an informal presentation to the committee, peers, and parents on Senior Night in May.

The Capstone adds direction, intention, and purpose to the senior year. It reinforces the school’s focus on project-based, individualized learning. It requires students to “own” their learning as they transition to a new phase of their education and prepares them to thrive in college. Additionally, it deepens students’ resumes, enhances their college applications, and differentiates them from the general pool of college applicants. The planning process and experience is intended to also help students explore possible professional goals.

COURSES BY DEPARTMENT (*indicates courses offered on a rotation)

ENGLISH

English courses in the Upper School follow a scope and sequence from general survey courses to more specific, narrower foci and Advanced Placement courses. We begin by looking at literature from around the world; we then move specifically to European works, followed by American pieces. All literature study is accompanied by practiced reading skills, including increasing awareness of literary technique and analysis and a variety of writing assignments, all supported by contextual vocabulary and grammar work. We also practice oral language skills through active discussion, oral presentations, speeches, and recitations. We adopt a multi-sensory, experiential look at reading and writing while, at the same time, we practice key writing skills that prepare students for the demands of college-level written work in many disciplines. Students leave our doors as graduates with a keen awareness of the impact literature has on our society and culture, an ability to discuss topics in literature and other art forms with intelligence and finesse, and honed, original, and creative personal writing skills.

WORLD LITERATURE (GRADE 9)

1.0 CREDIT

This course explores literature from the Western and non-Western traditions, ancient and modern. After spending the first few weeks discussing the summer reading selection, Salman Rushdie's *Haroun and the Sea of Stories*, we focus on three major texts: Homer's *Odyssey*, Shakespeare's *Romeo and Juliet*, and Achebe's *Things Fall Apart*, supplementing our study of these master works with short stories, poems, and non-fiction essays. These texts also supply students with a core vocabulary that they are expected to apply in their writing. Grammar instruction, focused on mastering punctuation and developing sophistication in sentence structure, complements instruction in writing clear and effective paragraphs and essays. In the fall and winter, students hone their skills in writing expository essays. In the spring, students work on a more wide-ranging research and creative writing project in conjunction with their history class.

EUROPEAN LITERATURE AND COMPOSITION (GRADE 10)

1.0 CREDIT

This course intersperses the study of proper composition tools, including the writing process, editing skills, and in-class essay writing, with the study of literature from Europe. After working with the summer assignments, we begin with the earliest piece ever written in English: *Beowulf*. From then on, our studies move chronologically through several of Geoffrey Chaucer's *The Canterbury Tales*, William Shakespeare's *Othello*, British Romantic poetry, a satire unit with Voltaire's *Candide*, and a 20th century set of short stories from World War II. Throughout the year, we practice and study a variety of writing styles such as narrative, expository, persuasive, and descriptive while we focus upon several genres such as poetry, plays, novels, and non-fiction.

AMERICAN LITERATURE AND COMPOSITION (GRADE 11)

1.0 CREDIT

This course offers an intensive examination of major works of American Literature from the eighteenth century through present day. Students read texts in major literary genres, including the novel, the short story, poetry, and the essay. Authors studied include Douglass, Alexie, Hawthorne, Poe, Melville, Twain, Hemingway, Fitzgerald, Emerson, Thoreau, Whitman, Frost, Dickinson, Stevens, and others. Students discuss and write about key themes in the works of

these authors, such as what it means to be an American, the nature of the American dream, the quest for freedom, and the relation of the individual to society. Vocabulary building and grammar review complement instruction in writing and literary analysis.

AP ENGLISH LANGUAGE & COMPOSITION (GRADE 11) 1.0 CREDIT

Prerequisites: minimum of A- in both semesters of European Literature and Composition; teacher recommendation

This course builds upon both the World Literature and European Literature courses while focusing specifically on American Literature. Students analyze texts on a deep level, examining rhetoric and syntax used to persuade an audience. The largely nonfiction readings expose students to various American voices from different time periods and prepare students for more selective literary study in the senior year and beyond. Vocabulary lists evolve from the literature. Students write extensively -- especially analytical, argument, and synthesis essays -- in preparation for the Advanced Placement Language and Composition exam offered in May.

SENIOR SEMINAR: TOPICS IN LITERATURE (GRADE 12) 1.0 CREDIT

Throughout this final year, we explore a variety of pertinent topics in the study of many genres of literature while continuing to practice solid composition skills. With early application deadlines in mind, we begin with a focus on solid college essay preparation and completion. We then move to an introduction into Critical Literary Theories, where students apply their knowledge to a novel read in the summer. After practicing those pertinent writing skills, we move into a study of 17th-century poetry, followed by a close reading of a Shakespearean tragedy. An advance satire unit begins the final semester, followed by a novel-to-film unit. The year concludes with contemporary American novels. Throughout the year advanced discussions, papers, tests, and quizzes give students ample occasion to hone their skills in writing, vocabulary, and critical analysis in preparation for college-level work in multiple disciplines.

AP ENGLISH LITERATURE AND COMPOSITION (GRADE 12) 1.0 CREDIT

Prerequisites: minimum of A- in both semesters of American Literature and Composition or minimum of B in AP English Language and Composition; teacher recommendation

AP Literature and Composition engages students in the careful reading and critical analysis of English literature from the 16th century through contemporary times. We approach the study of literature from several popular critical theories, which are considered along with the works' structure, style, themes, and use of language and tone. We begin with a practical college essay workshop and then move into using ample reading material from the summer to introduce key skills that we practice repeatedly throughout the year in preparation for the AP Literature exam in May. As a combined class with Senior Seminar, we follow much of the same reading curriculum in both courses; however, the AP students must complete more intensive analytical assignments in preparation for the AP Literature and Composition exam in May. As a result, these students lead groups in poetry analysis and conduct class workshops in critical reading and Romantic and Contemporary poetry. Much of our study is chronological in order to see the influence past writings have on subsequent ones as well as to recognize the development of a wide variety of genres over the past several centuries.

HISTORY

The History Department engages students in critical thinking about historical and contemporary events, teaches global awareness, and refines research, writing, and public speaking skills to prepare them for college and life beyond. Group projects, debates, and reenactments require students to engage actively and synthesize learning. Beginning with the core courses, students develop broad understandings of global human geography and world history before moving into a more detailed study of American history. Beginning in the junior year, students choose from a wide array of electives and five Advanced Placement offerings that introduce them to college level courses and themes. Many Experienced Centered Seminars build on the foundations of our history courses, emphasizing history, political science, cultural anthropology, economics, sociology and psychology, as well as integrating these academic fields into life experiences.

GLOBAL STUDIES & WORLD GEOGRAPHY (GRADE 9)

1.0 CREDIT

What is globalization and how does it impact societies worldwide? Why is there conflict in the Middle East? What is going on in the Ukraine? South Sudan? Global Geo will be an examination of the physical, political and cultural realities of our planet. With an in-depth examination of major world regions including: Africa, Asia, Central and South America, and Europe, students will examine geography, history, culture, politics, and current events around the world. As we explore the meaning of “global citizenship”, we will focus on a series of interrelated topics (population, gender, economic development, food, urbanization, globalization, democratization, water, and climate change). Students will gain a deep appreciation for many of the major issues our world faces today. Students will participate in many debates, simulations, and other hands-on activities, with an emphasis on developing skills of research, historical thinking, diplomacy, negotiation, and persuasion. Students will complete two major research projects. In the fall, students select a topic of their choosing to research and create a project (web site, paper, performance, exhibit or documentary) to enter in the annual National History Day contest. In the spring, students work on a more wide-ranging research and creative writing project in conjunction with their English class.

WORLD HISTORY (GRADE 10)

1.0 CREDIT

World History is a survey course focusing on understanding, analyzing and comparing people and institutions globally from 500 CE to the present. Students hone their analytical skills through examining primary sources, reenacting important moments in history, debating controversial subjects, reading historical texts and creating original projects and essays. Whether debating the contributions of the Mongols on the making of the modern world or re-enacting an Enlightenment Salon, students develop the essential historical thinking skills and global understandings that can be utilized on international ECSs or in clubs like Model United Nations--thus preparing them to meet the challenges of a dynamic world.

UNITED STATES HISTORY (GRADE 11 OR 12)

1.0 CREDIT

United States History focuses on understanding, analyzing, and making comparisons among the people and institutions of the United States from 1400 to the 1960's. Emphasis has been placed on the themes regarding the change, conflict, and socio-economic development of the United States. From the early history of Native Americans, to the tumultuous times of the 1960's, we examine American history from a wide variety of perspectives and with a diverse set of tools, including primary and secondary sources, literature, and contemporary journalism. Students

work on a wide variety of projects. Students also attend the annual junior history field trip to Colorado College to participate in an academic seminar.

AP US HISTORY (GRADE 11 OR 12)

1.0 CREDIT

Prerequisites: junior or senior status; minimum of A- in both semesters of the last non-AP history course or minimum of B in both semesters of the last AP history course; teacher recommendation

AP United States History provides a rigorous, college level study of the United States from 1400 to 2008. Emphasis is placed on the themes regarding the change, conflict, and socio-economic development of the United States. From the earliest settling of America from across the Bering land bridge to the Iraq War, we examine American history from a wide variety of perspectives, and with a diverse set of tools. Students examine primary sources; work with college level textbooks, and there is a heavy emphasis on developing the skills to build higher-level skills of historical analysis. There are numerous debates and simulations, including re-enactments of the war of 1812 and a labor strike in the 1910's.

AP COMPARATIVE GOVERNMENT AND POLITICS

1.0 CREDIT

Prerequisites: junior or senior status; minimum of A- in both semesters of the last non-AP history course or minimum of B in both semesters of the last AP history course; teacher recommendation

AP Comparative Government and Politics is an intensive college level course that is directly related to the CSS philosophy of preparing students to be active citizens of an increasingly diverse nation and an increasingly interdependent world. Focusing on specific issues of government and politics in various countries around the world, the course has a broader goal of helping students to develop a strong theoretical framework through which they will be able to analyze the political complexities of our globalized world. We do an in-depth examination of six countries as case studies: Great Britain, Russia, China, Nigeria, Iran, and Mexico. Within each of the countries, students study various aspects of history, culture, politics, and economics.

AP PSYCHOLOGY

1.0 CREDIT

Prerequisites: junior or senior status; minimum of A- in both semesters of the last non-AP history course or minimum of B in both semesters of the last AP history course; teacher recommendation

Why do we think, feel and act the way we do? AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes, following the guidelines set forth by the College Board and developing students' individual interests within the discipline. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, psychological disorders and social psychology. Students test psychological theories and write up lab reports in experimental contexts, constructing cognitive learning tasks to conduct with Children's School students of differing ages. Students integrate current research on topics such as adolescent development, sleep, motivation, learning and memory to create realistic proposals for revising school policies and teaching methods. The year culminates in the AP exam in May, from which students may potentially earn college credit.

MICROECONOMICS (GRADE 12)**0.5 CREDIT**

Economics is a discipline that is both exciting and interesting to study—the opposite of the common misperception of dismal! The ideas in this course help us understand policies related to such topics as national defense, global warming, international trade, and minimum wage. Ultimately, economics is interested in improving people’s lives and studies how decisions are made. Topics of study include supply and demand, the benefits of competition, public goods, market failures such as externalities, and why nations trade. This is an interdisciplinary course that requires analytical thinking using the tools of graphs and mathematics, combined with reading and writing on economic conditions and public policy.

MACROECONOMICS (GRADE 12)**0.5 CREDIT**

Can we agree on the best solutions for the debt problem facing the United States? Why do we always see the Federal Reserve in the news? These two questions just scratch the surface of why it is so important to study macroeconomics. Understanding measurements of economic performance are central to the beginning of this course. Also fundamental to this course is the impact fiscal and monetary policies have on aggregate measures such as employment, price stability and economic growth. Among the topics covered are the Federal Reserve, inflation, money creation, Classical and Keynesian viewpoints and the business cycle. The course concludes with an introduction to international economics, including the teaching of exchange rates and the balance of payments.

AP MICROECONOMICS (GRADE 12)**0.5 CREDIT**

Prerequisites: senior status; minimum of A- in both semesters of FST-45 or minimum of B in both semesters of FST-90/PreCalc-90; teacher recommendation

The Advanced Placement course in Microeconomics focuses on building a strong foundation in economic theory that allows a student to understand important topics such as antitrust laws, public goods, competitive markets and international trade. From the determination of prices by demand and supply to the provision of public goods, this course provides all the ideas found in a college-level course. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The course includes a complementary balance between theoretical ideas and current economic events.

AP MACROECONOMICS (GRADE 12)**0.5 CREDIT**

Prerequisites: senior status; minimum of A- in both semesters of FST-45 or minimum of B in both semesters of FST-90/PreCalc-90; teacher recommendation; exceptions considered for students who have an exceptional interest/knowledge in a similar subject (i.e. political science)

The Advanced Placement course in Macroeconomics emphasizes the theoretical foundation to understand topics including inflation, unemployment, economic growth, fiscal policy and monetary policy. Such a course places particular emphasis on the study of national income and price determination, and also develops a familiarity with economic performance measures, economic growth, and international economics. This interdisciplinary course blends analytical thinking and economic theory with a survey of current economic challenges facing our country.

MATHEMATICS

Upper School Mathematics builds upon the foundation set in the earlier years. Students' ability to think abstractly continues to develop through these years. The sequence of courses and projects within courses reflects this development. The link between all courses is the inclusion of real-world scenarios, projects, and the use of technology to study the concepts at hand. This reaches to the ECS program as well. For example, the Tall Ships ECS incorporated the use of vectors, mapping location, population samples, and more. On campus, students often use the pond for taking various samples, survey peers for data collection and interpretation, use a force plate to measure the force required for an action, and measure shadows to approximate heights of trees or buildings.

GEOMETRY

1.0 CREDIT

Prerequisite: completion of Algebra 1

Geometry reinforces foundational algebra skills through the lens of geometric concepts. Students continue to polish the use of variables in order to solve problems; these problems are based on geometric definitions and relationships. Beginning with a few undefined terms and postulates, numerous theorems are the foundation for setting up algebraic equations. Algebra skills such as writing and solving linear equations, linear inequalities, systems of equations, polynomials, and quadratics are reinforced throughout the course, with the calculations of angle measurements, areas of plane figures and volumes of three-dimensional objects. Properties of polygons and circles are investigated and the concepts of congruency and similarity are established. Peer coaching and frequent discussions in class are an important part of the proof-writing process. Current technology and hands-on activities allow students to focus on problem-solving skills and strategies. The geometry vocabulary of the year is solidified with an Origami Unit in the second semester. Students reinforce and synthesize concepts through projects that can incorporate art and strengthen public speaking skills.

ADVANCED GEOMETRY

1.0 CREDIT

Criteria for enrollment: completion of Algebra 1; excellent score on Placement Test; teacher recommendation

Advanced Geometry emphasizes the study of shapes in order to discover underlying patterns found throughout mathematics. Properties of polygons and circles are investigated and the concepts of congruency and similarity are established, mainly by studying transformations (translations, reflections, rotations and scale changes) of these figures. Students are also introduced to a much more rigorous use of logic than in previous math courses. Peer coaching and frequent discussions in class are an important part of the proof-writing process. Beginning with a few undefined terms and postulates, numerous theorems are proven. Algebra skills are reinforced throughout the course, with the calculations of angle measurements, areas of plane figures and volumes of three-dimensional objects. The vocabulary of the year is solidified with an Origami Unit in the second semester.

ALGEBRA 2

1.0 CREDIT

Prerequisites: completion of Algebra 1 and Geometry

Prerequisites: completion of Algebra 1 and Geometry or Advanced Geometry

Algebra 2 incorporates virtually all the areas of mathematics studied in previous courses, including geometry and fundamental mathematical calculations. Students develop stronger and

more advanced skills in the manipulation of variables in formulas, solving equations, graphing, and finding mathematical models that approximate real-world data. A variety of functional forms are studied, including linear, exponential, quadratic, and trigonometric. Among the applications using these functional forms are direct and inverse variation, exponential growth and decay, and parabolic motion. These traditional topics are supplemented with units on matrices, conic sections, roots, powers, and solving systems of equations. Students will use their graphing calculators in addition to pencil and paper graphs and drawings to help visualize solutions, changes in variables, and patterns.

FUNCTIONS, STATISTICS, AND TRIGONOMETRY (FST)

1.0 CREDIT

Prerequisite: completion of Algebra 2

This course begins with a vigorous review of functions, inequalities and graphing. Advanced characteristics of functions are studied, and they include maxima and minima, discontinuities and end behavior. Much of this is done by recognizing the patterns in equations and graphing by hand; however, there is a fair amount of data interpretation with the TI calculator, as well. The latter portion of the course emphasizes rational functions, trigonometry and vectors. The course includes a team project in which students develop an appropriate question to ask a sample population and then statistically interpret their findings. Virtually all major strands of mathematics are found throughout this course and therefore frequent in-class practice is vital. This practice is generally accomplished with individual whiteboards so that each student may get immediate feedback to their solutions.

ADVANCED FST / ADVANCED PRECALCULUS

2.0 CREDIT

Prerequisites: minimum of A- in both semesters of Algebra 2; teacher recommendation

This challenging series of two courses in a single year meets 90 minutes per day five days per week. The first semester of this course covers the entire year of Functions, Statistics, and Trigonometry, exploring topics at a deeper level than the regular FST course (see above). The second semester of this course covers the entire year of PreCalculus at a level that prepares students to take the AP Calculus BC class the following year. The Advanced FST / Advanced PreCalculus course is required for any student aspiring to take AP Calculus. The PreCalculus section of this course gives students a broad foundation of all mathematics needed for calculus. Precalculus topics include advanced properties of functions, polar coordinates, complex numbers and introductions to the derivative and integral. Students study the rules of vectors in part by investigating how the force required to pull a student on a skateboard depends on the angle at which one is pulling. Complementing these topics are several areas of discrete mathematics, such as recursion, induction and combinatorics. While many of these topics are studied in detail for the first time (e.g. infinite sequences and probability), other topics extend their understanding of material in prior courses (e.g. trigonometry). The course lends itself to frequent discussions of concepts and investigations as questions arise.

INVESTMENT & FINANCE

0.5 CREDIT

Prerequisite: completion of Algebra 2

The goal of this semester course is to teach students to be savvy about money. From savings and investment options with varying risk, to credit options, to the role of insurance, this course provides a life-long foundation to help students in making wise financial decisions. Experiential components of the course include an online investment simulation, comparing purchase and

lease options for a new car, examining the fine print in credit card applications, exploring the causes and consequences of the financial crisis, and setting short and long-term financial goals.

MATH ANALYSIS

0.5 CREDIT

Prerequisite: completion of Algebra 2

What are the general and wide-ranging strategies for solving real life problems? Most real-world problems involving math can be solved using a variety of strategies. This course exposes students to challenging problems where diagramming, drawing a table or picture, creating a real-life model, and/or using matrix logic are just a few of the strategies that can lead to a solution.

Geometer's Sketchpad and TI calculators are periodically used in this course. Students also explore historical "great discoveries" in mathematics to check their relevance to our lives today. Selected math labs and projects will cover a variety of discovery topics, and students engage in both collaborative and individual work throughout the semester. Direct applications for students range from everyday uses to scientific and career-specific purposes.

AP CALCULUS AB/BC

1.0 CREDIT

Prerequisites: minimum of B in both semesters of FST-90/PreCalc-90; teacher recommendation
AP Calculus focuses on the mathematics of changing quantities, develops the concepts of limits and continuity, and proceeds through the differentiation and integration of transcendental functions students have studied up to this point. Students do not learn new functions; rather they acquire the skills of differential and integral calculus to give the familiar functions new breadth and an essential tool to this end. The TI-Nspire CX CAS graphing calculator provides a powerful platform /for the exploration of mathematical ideas. Handheld data collection devices and associated probes and sensors provide students with ample material for analysis. Most students take the Calculus BC Advanced Placement exam in May, but some may choose to take the AP Calculus AB exam.

STATISTICS

1.0 CREDIT

Prerequisites: junior or senior status and completion of FST

Statistics is an amazing discipline that permeates fields ranging from psychology and biology to manufacturing. The ideas studied in this course are practical, and many classroom activities and experiments are used to reinforce statistical concepts. Students examine four, broad conceptual themes: exploratory analysis of data, sampling and experimentation, anticipating patterns, and statistical inference. Technology is viewed as a helpful tool in both analyzing and displaying data. Among the areas studied are descriptive statistics, normal distributions, statistical design, bias, probability, and hypothesis testing. This is a course that introduces some of the most valuable concepts in the world of statistics.

AP STATISTICS

1.0 CREDIT

Prerequisites: minimum of B in both semesters of FST-90/PreCalc-90 or minimum of A- in both semesters of FST-45; teacher recommendation

AP Statistics includes an in-depth study of how to work with data and includes some of the most important and practical applications of mathematics found in high school. Students examine four, broad conceptual themes: exploratory analysis of data, sampling and experimentation, anticipating patterns, and statistical inference. In the first section of this course students construct and interpret graphical displays, summarize and compare univariate data, compare distributions

and are introduced to statistical techniques involving categorical data. The second portion of the course requires the students to plan and conduct studies. Among the areas examined in this section are census data, surveys, and random sampling. Interpreting probability from a sampling distribution leads to the study of the t-distribution and Chi-square distribution. The course finishes with students studying statistical inference. This section of the course examines testing hypotheses, estimating parameters and interpreting confidence intervals.

SCIENCE

Science is an intense, participatory study in the Upper School. It is about making things happen, watching things happen, and analyzing how and why things happen. Experimentation, demonstration, and analyses are used liberally to illustrate theory. While Physics uses a playground merry-go-round or a river raft to calculate angular momentum and vectors, Chemistry uses a thermal gradient to collect data on reaction rates and chemical equilibria, and Biology keeps cultures of everything from bacteria to plants and invertebrate and vertebrate animals to observe behavior and population growth rates. Top-line texts are used for both high school and Advanced Placement (AP) courses, but because active learning is deeper and more enduring than textbook learning, emphasis is placed on numerous activities and labs to give students a life-long appreciation for the practice of science. Repetitive use of scientific methodology, with guided inquiry and analysis provides a clear distinction between scientific thinking and other epistemological approaches such as philosophy, art, or religion. While the US produces students who score very high on AP Exams, the curriculum also includes elective courses for students who enjoy science but who are not targeting science as a profession.

BIOLOGY (GRADE 9)

1.0 CREDIT

Because evolution by natural selection is considered the unifying theory of biology, this course is approached from an evolutionary perspective, with an understanding that evolution works at the molecular level and has impacts at every level of biotic organization from the cell to the ecosystem. The course begins focusing on the role of macromolecules and the evolution of cells. After students have gained an understanding of the structure and function of cells and DNA, students examine the mechanisms of inheritance, genetics, artificial selection and biotechnology. From there, the course continues with an in-depth exploration of the various mechanisms of evolution and progresses through the tree of life with a focus on Domain Eukarya. Within Domain Eukarya, students study various phyla of plants and animals and their essential anatomy & physiology. The course concludes with a study of how biotic communities evolve to form many types of ecosystems that change over time. A second, equally significant, theme throughout the course is the development of scientific thought and methodologies. Students practice all aspects of controlled experimentation, and progress from teacher-directed to student-directed experimentation by the end of the course. Successful completion of this course will prepare students for future collegiate or AP Biology coursework.

CHEMISTRY (GRADE 10)

1.0 CREDIT

Chemistry focuses on lab-oriented studies where students gather experimental results in an effort to discover regularities that lead to an understanding of the chemical properties of matter and the chemical changes that occur in the composition of matter. Readings and class discussion supplement laboratory work and help develop a detailed descriptive and quantitative understanding of the physical and chemical properties of matter, atomic structure, and chemical reactions.

INTRODUCTION TO COMPUTER SCIENCE (GRADES 9-12)

0.5 CREDIT

This course introduces students to the fundamentals of computer science. Serving as a prerequisite course, it will prepare students for AP Computer Science, which will be offered in upcoming years. In the course, students will learn the fundamentals of computer hardware, computer networking, and computer coding.

PHYSICS (GRADE 12)**1.0 CREDIT**

Prerequisites: completion of Biology, Chemistry, and PreCalculus

Physics starts by covering the basic concepts of motion as a precursor to Newton's laws. After an intensive study of Newton's laws, the conservation laws of linear momentum, energy, and angular momentum are developed in light of Newton's laws. Once the study of Newtonian physics is completed, attention turns to the four fundamental forces of nature. The force laws of gravity and electricity/magnetism are studied in conceptual and mathematical detail, all the while invoking Newton's laws for justification and clarification. The strong nuclear force and the weak nuclear force are studied conceptually, with an understanding and appreciation of the central role of Newton's laws.

AP COMPUTER SCIENCE PRINCIPLES (GRADES 11-12)**1.0 CREDIT**

Prerequisites: minimum of A- in Introduction to Computer Science OR sufficient score on placement assessment and teacher recommendation

Advanced Placement Computer Science Principles introduces students to the foundations of computer science with a focus on how computing powers the world. Along with the fundamentals of computing, students will learn to analyze data, create technology that has a practical impact, and gain a broader understanding of how computer science impacts people and society. In addition to a traditional test format, the AP exam includes the submission of a long-term project.

AP BIOLOGY (GRADES 11-12) (2018-2019)*1.0 CREDIT**

Prerequisites: minimum of A- in all semesters of Biology and Chemistry; teacher recommendation

Advanced Placement Biology follows the syllabus written by the College Board. This includes a review of chemistry, the nature of water, classes of macromolecules, and cell structure and function. Building on cell processes, the course dives deeply into heredity, Mendelian genetics, modern genetics, gene expression, evolution, and the effects of mutation on macroevolution. The remainder of the course, lumped under ecology, involves organisms, populations, reproduction, development, anatomy, behavior, and classification. Laboratory exercises teach experimental design and technique and provide enhancements to specific concepts. Students who successfully challenge the AP exam may receive credit from a college or university that they attend. AP Biology alternates every other year with AP Chemistry and is taught in even years.

AP CHEMISTRY (GRADES 11-12)*1.0 CREDIT**

Prerequisites: minimum of A- in both semesters of Chemistry; teacher recommendation

Advanced Placement Chemistry follows the structure of the syllabus set out by the College Board. The first semester addresses a quick review of Chemistry, which is a prerequisite course. Thermochemistry (including heat capacity, specific heat, Hess's Law, and enthalpy of formation) is studied, followed by nuclear chemistry, the chemistry of bonds and bonding, intermolecular forces, and the physics of phase changes. In the second semester, students study chemical kinetics, chemical equilibria, acids and bases, solubility and precipitation, entropy and free energy, and electrochemistry. AP Chemistry alternates every other year with AP Biology and is taught in odd years.

***ENVIRONMENTAL SCIENCE (GRADES 11-12) (2018-2019) 1.0 CREDIT**

Prerequisites: completion of Biology and Chemistry

Environmental Science explores the interrelationships between human society and environmental health. It is one of the most interdisciplinary courses taught at CSS, as it contains elements of sociology, history, mathematics, and politics in addition to life, chemical, and physical sciences. In addition to learning about the many perspectives that should be brought to bear on a wide variety of environmental topics, students will be encouraged to develop their own set of priorities related to their personal lifestyles and political choices. Laboratory investigations, simulations, projects, and activities are important parts of this course.

***AP ENVIRONMENTAL SCIENCE (GRADES 11-12) (2018-2019) 1.0 CREDIT**

Prerequisites: completion of Biology and Chemistry; minimum of A- in all semesters of Biology and Chemistry or minimum of B in all semesters of last AP science course; teacher recommendation

Advanced Placement Environmental Science considers the environment in which humans live, discovering what makes our habitat suitable and sustainable as well as what makes it unhealthy and deteriorating. The course is roughly broken into parts as follows. About 25% of the content considers the interdependence of Earth's systems; about 10% covers population dynamics especially involving human populations; about 15% covers renewable and nonrenewable resources; about 20% covers environmental quality and effects of pollutants; about 20% covers global changes in the atmosphere, oceans, and among animals; and about 10% covers the environment in relation to decision making, laws, and ethics. Numerous labs are conducted to gather and analyze data. Students who successfully challenge the AP exam may receive credit from the college or university that they attend.

***ANATOMY & PHYSIOLOGY (GRADES 11-12) (2018-2019) 0.5 CREDIT**

Prerequisites: completion of Biology and Chemistry

This 1-semester course takes students on an in-depth tour of human form and function. Students study the major systems of the body: nervous, muscular, skeletal, digestive, reproductive, urinary, endocrine, cardiovascular, immune and how they are interrelated. The connection between structure and function is emphasized throughout the course as students continually relate anatomy to physiology. Students have an opportunity to meet with physicians and travel outside the classroom to witness medical procedures. Lab opportunities to augment class work are a part of the course, and they include mammal dissection as one of many activities.

***ASTRONOMY (GRADES 11-12) (2018-2019) 0.5 CREDIT**

Prerequisite: completion of Chemistry

Astronomy is a 1-semester course that explores the dynamic nature of the universe and the forces and processes at work. We study basic laws of motion and gravity as they pertain to celestial objects, magnitudes of scale (regarding distance, mass, and time), life cycles of stars and galaxies, and the behavior of various objects in space such as asteroids, moons, planets, comets, and black holes. Students also take a close look at the tools humans use to explore space: telescopes, satellites, probes, and rovers. In this laboratory science course, students use various imaging tools, run orbital simulations, examine space exploration from an engineering perspective, model space processes, and apply mathematical and scientific skills and knowledge to predict future events.

WORLD LANGUAGES

Our Upper School program continues to foster language fluency and cultural understanding. Students learn, practice and work toward mastery of increasingly complex structures, as well as nuances unique to each language and culture. In the classroom, students read, discuss, present, and prepare projects on a variety of relevant topics that engage them in the use of the language and provide them with opportunities for meaningful self-expression and communication. Students in the Upper School also have the unique opportunity to participate in immersion experiences in Spanish and French through our Experience Centered Seminar (ECS) program. Past seminars have taken students to Spain, Mexico, Peru, France, Canada and Cameroon.

FRENCH

FRENCH I

1.0 CREDIT

French I introduces students to the sounds of the French language and the cultures of French-speaking countries around the world. Students build a basic vocabulary on a variety of topics, learn key phrases, and are introduced to the concept of verb conjugation. By the end of the course, students are able to conjugate common verbs in the present tense, form simple sentences, and maintain basic dialogues in French. This course targets all four aspects of language acquisition: listening, speaking, reading, and writing.

FRENCH II

1.0 CREDIT

Prerequisites: French I or sufficient score on placement test

French II fosters fluency in listening and speaking, reinforces and adds to the basic structural patterns learned in French I, enhances writing and reading skills, and arouses awareness and understanding of cultural differences. Various new tenses and structures are acquired which enhance student ability to tell stories and express ideas. Students create and share technical presentations highlighting events from a virtual trip to a Francophone country where they are required to price, plan, and schedule everything from flights to trains to meals and cultural activities. Later in the year, groups also choose a Francophone dish to prepare while filming their own cooking demonstration. Students are expected to use French in class discussions and activities.

Topics

- Movies, plays and museums
- Medicine, emergencies, injuries and treatments
- Media and technology
- Transportation, directions, and rules
- Services in your community
- Cooking and foods

Grammar

- Direct and indirect object pronouns
- Imperfect tense
- Simple past tense

Understand cultural perspectives on:

- School rules and customs in other countries and perspectives on extracurricular activities
- Clothing and parties
- Neighborhoods and shopping
- Holidays and special events
- Natural disasters and perspectives on health
- Television programs and movies
- Recipes, food preparation, and outdoor food vendors

FRENCH III

1.0 CREDIT

Prerequisites: French II or sufficient score on placement test

French III continues to develop and hone skills in all areas of language acquisition: listening, speaking, reading and writing. New, complex grammatical structures are introduced and emphasized in context. Vocabulary is expanded and conversational ability improves. Students are introduced to literary analysis as they read short stories, essays, and news articles in French. Students study in depth French and Francophone culture through texts, videos, and music. Participation is maximized through the use of skits, dialogues, presentations, and other meaningful and engaging activities.

Topics

- Vacations
- Kids and teens
- Pastimes
- Roots and ethnicities
- The press
- Milestones of life
- Health and fitness

Grammar

- Imperative tense with -ER, -IR, -RE
- Passé compose used with “avoir” (to have) and “être” (to be)
- Imperfect tense
- Plus-perfect tense
- Future tense with ending vs “aller” + infinitive
- Conditional
- Subjunctive moods

Understand cultural perspectives on:

- Vacation places in France
- Popular activities for teens
- Pastimes in the city and in the countryside
- The health system in France

FRENCH IV

1.0 CREDIT

Prerequisites: French III or sufficient score on placement test

French IV reviews and reinforces auditory, oral, reading, writing and cultural skills. A strong emphasis is placed on refining all grammatical concepts as well as developing the ability to write

expository essays by combining idiomatic expressions with academic language. Students work to develop speaking fluency and proficiency in thought and expression. A global awareness is fostered through the appreciation and understanding of Francophone cultures as we study history and literature from various French speaking regions of the world. Students participate in an in-depth study and analysis of *Le Petit Prince* by Antoine de St. Exupéry or another novel of their choice.

FRENCH V

1.0 CREDIT

Prerequisites: French IV or sufficient score on placement test

In French V, an emphasis is placed on refining all grammatical structures as well as developing the three modes of communication (Interpersonal, Interpretive and Presentational) defined by the Standards for Foreign Language Learning in the 21st Century. Students continue to work toward fluency and proficiency in thought and expression. In activities, discussions, presentations and written work, students demonstrate an understanding of French language and cultures, make use of interdisciplinary topics, make comparisons between languages and cultures, and effectively use French in real-life situations.

Topics

- Global challenges
- Science and technology
- Contemporary life
- The family and the community
- Beauty and aesthetics

Grammar

- Subjunctive to express the indefinite and nonexistent
- Imperfect subjunctive
- Preterite perfect of subjunctive
- Plus-perfect subjunctive

Understanding Cultural Perspectives on:

- Economy
- Religion and philosophy
- Demographics
- The wellbeing of society
- Access to technology
- Impact of technology in our society and in people
- Ethics
- Life styles and their impact on society
- Human geography
- Family structure
- Impact of social media in our society
- Show business
- Fashion (from native land to urban land)
- Heroes, important characters in French history
- Impact of immigration - economically and socially
- Ethnic identity

AP FRENCH LANGUAGE

1.0 CREDIT

Prerequisites: minimum of A- in both semesters of French IV; teacher recommendation
Advanced Placement French Language fosters overall language proficiency. An emphasis is placed on refining all grammatical structures as well as developing the three modes of communication (Interpersonal, Interpretive and Presentational) defined by the Standards for Foreign Language Learning in the 21st Century. Students continue to work toward fluency and proficiency in thought and expression. In activities, discussions, presentations and written work, students demonstrate an understanding of French and Francophone cultures, explore interdisciplinary topics, make comparisons between languages and cultures, and effectively use French in real-life situations. Those enrolled in the AP course complete additional activities and exercises designed to prepare them for successful performance on the AP exam.

SPANISH

SPANISH I

1.0 CREDIT

Spanish I introduces students to the sounds of the Spanish language and the cultures of Spanish-speaking countries around the world. Students build a basic vocabulary on a variety of topics, learn key phrases, and are introduced to the concept of verb conjugation. By the end of the course, students are able to conjugate common verbs in the present tense, form simple sentences, and maintain basic dialogues in Spanish. This course targets all four aspects of language acquisition: listening, speaking, reading, and writing.

SPANISH II

1.0 CREDIT

Prerequisites: Spanish I, Intermediate and Advanced Spanish at the Middle School level, or sufficient score on placement test

Spanish II fosters fluency in listening and speaking, reinforces basic structural patterns in the language, develops writing and reading skills, and increases awareness and appreciation of cultural differences. Students are expected to use Spanish in all class discussions and activities.

Topics

- Classroom rules and extracurricular activities
- Daily routines, special events and fashion
- Directions and reasons to follow them
- Activities that you used to do
- People, places and situations in the past
- Emergencies, crises, rescues, heroic acts, injuries and treatments
- What you saw on TV, in movies, and on the web and your opinion about them
- Cooking and giving instructions about cooking

Grammar

- Affirmative and negative words
- Making comparisons
- Reflexive verbs
- Direct and indirect object pronouns
- The imperfect tense

- Imperfect progressive
- Verbs that use indirect object pronouns

Understand cultural perspective on:

- School rules and customs in other countries; perspectives on extracurricular activities
- Clothing and parties
- Neighborhoods and shopping
- Holidays and special events
- Natural disasters and perspectives on health
- Television programs and movies
- Recipes, food preparation, and outdoor food vendors

SPANISH III

1.0 CREDIT

Prerequisites: high school Spanish II or sufficient score on placement test

Spanish III advances student fluency through reading, writing, speaking and listening. Students learn additional structures and acquire a wide range of vocabulary while increasing awareness of cultural differences and ways of thinking in Spanish-speaking countries. Students watch videos in Spanish, read articles from Spanish web sites such as bbcmundo.com, and learn about Latin American and Spanish holidays such as “El dia de los muertos.” Different types of music are introduced and “salsa” lessons are performed in class. Cooking is part of the course as well. Students participate in field trips to make cultural immersion educational and engaging. Classes are taught in Spanish and students are expected to use Spanish in all class activities.

Topics

- School competitions and your emotions regarding the outcome of an event
- Art - give an opinion and relate the art to your own experiences
- Symptoms and remedies - give advice about health and nutrition
- Express how you relate to friends and family in different circumstances
- Getting a job - skills and abilities needed; career and profession
- Describe how different cultures integrate, especially in America

Grammar

- Review of preterite and imperfect tense of regular and irregular verbs
- Spanish verbs with different meanings in the imperfect and preterite tenses
- Affirmative and negative commands in the “tú”, “usted” and “ustedes” form
- Subjunctive tenses
- Uses of “por” and “para”
- Present perfect tense
- Pluperfect tense
- Future tense
- Conditional
- Relative pronouns

Understand Cultural Perspectives on:

- Family outings
- Important artists
- Health, physical fitness and nutrition

- Dealing with family and friends
- Dealing with student jobs and volunteer work
- Myths and legends
- Different ethnic groups in the USA

SPANISH IV – GRAMMAR AND COMPOSITION

1.0 CREDIT

Prerequisites: Spanish III or sufficient score on placement test

Spanish IV continues to advance student fluency in the language through reading, writing, speaking and listening. Students hone their ability to conjugate regular and irregular verbs in basic and complex verb tenses. Students also acquire a wide range of advanced vocabulary words, reinforce past vocabulary and increase awareness of cultural differences and ways of thinking. They read and analyze stories, essays and articles from a variety of sources. Students learn about American and Spanish holidays and traditions. They learn about music and cultural dances. Students participate in field trips to make cultural immersion educational and engaging. Classes are taught in Spanish and students are expected to use Spanish in all class activities.

Topics

- Family relations
- Educational systems
- Outdoor sports and activities
- Customs and traditions
- Health, mind and body
- Traditional food
- Problems and solutions
- Showbiz
- The world of work and technology

Grammar

- Review of grammatical statements from Spanish III
- The personal “a”
- Direct and indirect object pronouns used together
- Expressions that require the subjective
- Adjective positioning
- Future perfect
- Conditional perfect
- Passive voice

Understand Cultural Perspective on:

- Family traditions in the Hispanic world
- Education and its challenges in Hispanic countries
- Sports, festivals and other cultural traditions in the Hispanic world
- Food festivals
- Traditional food from Latin America and Spain
- Pollution problems in the environment
- Music, artists, and philanthropic activities
- Immigration and work
- Impact of technology - advantages and disadvantages

SPANISH V

1.0 CREDIT

Prerequisites: Spanish IV or sufficient score on placement test

In Spanish V, an emphasis is placed on refining all grammatical structures as well as developing the three modes of communication (Interpersonal, Interpretive and Presentational) defined by the Standards for Foreign Language Learning in the 21st Century. Students continue to work toward fluency and proficiency in thought and expression. In activities, discussions, presentations and written work, students demonstrate an understanding of Spanish language and cultures, make use of interdisciplinary topics, make comparisons between languages and cultures, and effectively use Spanish in real-life situations.

Topics

- Global challenges
- Science and technology
- Contemporary life
- The family and the community
- Beauty and aesthetics

Grammar

- Subjunctive to express the indefinite and non-existent
- Imperfect subjunctive
- Preterite perfect of subjunctive
- Plus-perfect subjunctive

Understanding Cultural Perspectives on:

- Economy
- Religion and philosophy
- Demographics
- The wellbeing of society
- Access to technology
- Impact of technology in our society and in people
- Ethics
- Life styles and their impact on society
- Human geography
- Family structure
- Impact of social media in our society
- Show business
- Fashion (from native land to urban land)
- Heroes, important characters in Latin American and Spanish history
- Impact of immigration - economically and socially
- Ethnic identity

AP SPANISH LANGUAGE

1.0 CREDIT

Prerequisites: for AP Spanish, minimum of A- in both semesters of Spanish IV or successful completion of Spanish V; teacher recommendation

Spanish IV students with high proficiency can take AP Spanish directly after completing Spanish IV. Students with lower proficiencies can gain an extra year of Spanish language practice by taking Spanish V before taking AP Spanish. AP Spanish is a college-level class. Students

enrolled in the AP course complete specific activities and exercises designed to prepare them for a successful performance on the AP exam. Students strive to master the Spanish language and continue to demonstrate an understanding of Spanish culture and literature through class discussions, presentations and written work. Spanish V and AP Spanish are taught in a combined classroom and cover the same set of topics. Those enrolled in the AP course complete additional activities and exercises designed to prepare them for the AP exam.

FINE ARTS

The Upper School Arts program provides comprehensive training and exposure to a wide variety of artistic disciplines. The arts are considered equal to core subjects, with two years of arts classes required for graduation. Through diverse offerings students are consistently challenged in creative problem solving, refinement of artistic techniques, and adaptability to new forms of self-expression. The Art Department believes in educating the whole individual; students find themselves performing on stage through music, acting and dance, while producing visual art in such diverse areas as metal-casting, oil painting, darkroom photography, figure drawing, ceramics, video production, printmaking and glass-working. Classroom interaction and critique strengthen the student's artistic voice, vision and ability to communicate effectively. Visiting professional artists provide connections to the greater community, helping to reinforce coursework within the studio environment of the arts classroom and often assist as integral elements of arts ECS courses. Every individual is provided the tools and experiences required to participate in local and regional exhibitions and to perform for a wide range of audiences. Students are encouraged to enrich their transcripts and resumes and develop personal portfolios for collegiate admissions, scholarships, personal growth, and to develop life long abilities in creative thinking and problem solving.

ARTS FOUNDATIONS (freshman requirement)

0.5 CREDIT

This course is designed to provide exposure to the critical elements of each of three disciplines: Music, Theatre, and Visual Arts. The section of Arts Foundations dedicated to music focuses on the language, practices and possibilities of music. Students will learn to explain the music we hear and see and have the opportunity to advance their knowledge and understanding of music in its instrumental and vocal forms. This course provides the tools to refine listening skills, enhance performance skills and foster creativity in the budding composer/musician. The theatre component of Foundations focuses on exposing students to the fundamental skills inherent in the multiple elements of theatre. Students will be exposed to acting and characterization, movement and vocal production, pantomime and improvisation, terminology, and the elements of production. The concepts of imagination as well as developing a creative mindset are emphasized as important tools for life-long success. Through the visual arts section of the course, students develop foundations in concept, design and communication while they solidify skills in drawing, composition, color use and working with 3D materials. The course prepares students to engage in US art electives with established skills and an ability to apply art concepts as they express their own ideas.

VISUAL ARTS

ADVANCED ART (GRADES 11-12)

1.0 CREDIT

Prerequisites: junior or senior status; teacher recommendation

Advanced Art is for exceptional art students who are excited about exploring their artistic side with more independence. Students have the opportunity to pursue more refinement in their skills, explore new areas of art, and intensely study previously experienced art forms. This course allows access to a wide variety of materials and techniques, establishes portfolio and art reviews, and creates a dialogue with professional artists. The course allows students some flexibility in level of productivity. Whereas one student may want to create as many different pieces as

possible another student may want to focus more deeply on a fewer number of pieces. Classroom interaction and critiques strengthen the student's artistic voice, vision and ability to communicate effectively. This course will serve as the first of two courses for serious art students who want to develop a personal art portfolio. This portfolio may be directed toward college applications, competing for awards and scholarships, taking the AP Studio Art Exam, and/or for personal growth.

PORTFOLIO STUDIO ART (GRADE 12)

1.0 CREDIT

Prerequisite: senior status; completion of Advanced Art; teacher recommendation

This course builds on the foundations created in Advanced Art and students add to their evolving work portfolio that they started in this prerequisite course. By the end of the year, students will create a rich portfolio of their artwork. The development of a personal portfolio through consistent and thorough creative studies has far reaching effects into any future pursuits. Students may use their portfolio at the annual art school portfolio review to determine collegiate choices, compete in scholastic awards, and prepare materials for the AP Studio Art Exam. They are informed about and encouraged to enter various art shows and competitions, and to submit for publication.

YEARBOOK / YEARBOOK EDITOR

1.0 CREDIT

Prerequisite: completion of Arts Foundations

The Yearbook class is responsible for creating each year's edition of *Et Après*, the CSS yearbook. It is a year-long class. The class begins by brainstorming possible ideas for yearbook pages and concepts. Each student chooses his or her assignments via a lottery system. Students are responsible for initiating, organizing, and photographing assignments using their own or the school's digital cameras. Students also design and layout pages, including writing descriptions and captions and proofing each others' work. This class demands that students show initiative and are able to manage independent work with the support of regular teacher check-ins.

***BRONZE CASTING**

0.5 CREDIT

Prerequisite: completion of Arts Foundations

In this course, students develop wax models, learn mold-making, pour molten bronze and aluminum into their creations and finish their sculptures with classic patinas. Three-dimensional design concepts are practiced using models of various materials, leading to both freestanding sculptures and reliefs. Bronze works from ancient Greece through contemporary artists are explored with lectures and research projects on specific artists. Aspects of metallurgy and chemistry of metals are explored and culminate in a final written exam. Students are required to keep a sketchbook with their notes and drawings as they work their way through the many materials and techniques that must be learned to produce their bronze sculptures.

***CERAMICS / ADVANCED CERAMICS (2018-2019)**

0.5 CREDIT

Prerequisite: completion of Arts Foundations

In Ceramics, students explore both hand-building and wheel-throwing techniques. Students use different clay techniques such as coiling, slab-rolling, and wheel-throwing to create a variety of ceramic pieces. In addition, glazing and different firing techniques are explored. The elements of art and principles of design are used to help students create work that speaks to their individuality and their observations of the world around them. Individual and group critiques are

also used to help students better understand the creative decisions they make. An understanding of the process of constructing a ceramic piece from start to finish is emphasized: wedging the clay, forming the piece, adding texture or smoothing, drying, bisque-firing, glazing, and glaze-firing. Students engage in both individual and formal group critiques to analyze, interpret and evaluate artwork. Students culminate the semester with a final ceramics project. Advanced Ceramics is for students who are interested in refining technique and learning new skills. This course allows the student to have more flexibility and independence in choosing projects while continuing to improve upon their understanding of the different processes in ceramics. Students learn more about different firing techniques and clay bodies. Students culminate the semester with a final ceramics project.

***DARKROOM PHOTOGRAPHY**

0.5 CREDIT

Prerequisite: completion of Arts Foundations

Darkroom Photography explores the ability of the camera and photography to interpret a wide range of subject matter. Concentration is on making images that give the viewer new perspectives on a subject, emphasizing craftsmanship equally with creative vision. The processes of 35mm black and white film exposure, development, contact printing and enlarging are introduced and practiced. Students gain a thorough understanding of camera mechanics, darkroom developing procedures, mounting and presentation of finished photographs. The history of photography is briefly covered, mostly in context of the innovations necessary for the invention of the modern process of photography. Students complete a series of assignments that explore fundamental characteristics of camera vision as an art form. Emphasis is placed on creating the best possible image quality.

***DIGITAL PHOTOGRAPHY (2018-2019)**

0.5 CREDIT

Prerequisite: completion of Arts Foundations

In Digital Photography students explore how to use digital cameras and Adobe PhotoShop Elements. There will be an emphasis on the elements and principles of design and how they are used in photography to develop strong visual compositions. Concentration is on taking images that give the viewer new perspectives on a subject, emphasizing craftsmanship equally with creative vision. The processes of color/tonal correction, color theory, placement and composition, point of view, photo corrections, and proper use of filters are introduced and practiced. A variety of assignments give students an introduction to both the technical and the creative elements of digital photography. The course culminates with a digital photo journal showcasing students' best photographs from the term.

***GLASS / ADVANCED GLASS (2018-2019)**

0.5 CREDIT

Prerequisite: completion of Arts Foundations

This course explores a wide range of historical and contemporary methods of glass working. The class begins the challenging process of learning how to handle molten glass by working with torches to create small-scale works, beginning with bead-making. Other torch-based projects include small animal sculptures and small blown objects. The class also explores the less dexterously demanding area of kiln-based fusing and slumping, which often requires more deliberate planning and forethought. An extension of the kiln process is then culminated through casting of larger sculptures and reliefs by creating lost wax and clay moulds for artworks. At the

advanced level, students learn to work with borosilicate glass to create torch-worked 3D artworks with fragile and delicate details as well as large scale sculptures.

***JEWELRY MAKING (2018-2019)**

0.5 CREDIT

Prerequisite: completion of Arts Foundations

In Jewelry class students create various body adornments. The development of 3D methods of design are emphasized throughout the course. Students begin with a variety of beading and wirework techniques. Students then learn cold techniques such as sawing, filing, and hammering. When students have practiced these skills they learn hot techniques such as annealing, soldering and finishing. Students move through a variety of projects, which include both sculptural work and jewelry such as rings, bracelets, earrings, pendants and necklaces.

***METAL SCULPTURE**

0.5 CREDIT

Prerequisite: completion of Arts Foundations

This course explores the diverse and challenging world of 3D design and fabrication. Beginning with small-scale projects, students explore some of the methods and means of expression possible using 3D materials including bending, curving, stretching and creating armatures. From this foundation, students begin to work with steel and other metals, and are introduced to various welding methods as well as traditional blacksmithing techniques. Students also investigate the many possibilities of color and texture created by paint, patinas, and mechanical surfacing techniques. Each student creates at least one research presentation and a variety of sculptural projects. Keeping an active sketchbook is an important component of this class.

***OIL-BASED PAINTING**

0.5 CREDIT

Prerequisite: completion of Arts Foundations

This course explores a broad range of materials and techniques that operate within the oil-based medium. Some of these media are familiar to many, such as linseed or solvent-based oils, while others are less so, such as encaustic and oil sticks. Even though these media are some of the simplest forms of pigment vehicle, they each have their own specialized techniques, many of which are tied to specific periods and places in history. Students explore these diverse forms of painting as media and technique, and learn their historical contexts. Students create research presentations on artists or periods associated with these media. A wide variety of projects are completed while practicing painting technique and color theory.

***PRINTMAKING**

0.5 CREDIT

Prerequisite: completion of Arts Foundations

Printmaking is the multiplication of images. Historically it dates back to the Paleolithic Period when man printed his hand on cave walls. The Printmaking course provides an introduction to the different processes of multiplying images through the transference of ink to paper. In this course, students explore different types of printmaking including the multi-unit print and the self-contained print. Students learn the techniques of intaglio, relief, serigraph, and lithograph. In addition, students are exposed to the artwork of various printmakers to gain an understanding of the different types of printmaking. Students broaden their art vocabulary related to the elements of design, develop an understanding of the properties and preparation of printmaking, and share personal expression by creating original works of art. Through research and presentation, students learn the history of printmaking as well as artists who are famous for printmaking.

Students engage in both individual critiques and formal group critiques to analyze, interpret and evaluate artwork.

***STONE CARVING**

0.5 CREDIT

Prerequisite: completion of Arts Foundations

In this course, students create sculptures in stone using both modern and classic techniques. Three-dimensional composition is developed while surveying the rich history of working in hard and soft stone. Materials focus is given to alabaster carving. Students who excel with the process may continue work into harder and more challenging limestone carving. Sketches, clay models, paper, plaster, and foam forms created while researching various artists and historical works in stone lead to the production of several stone sculptures. Hammers and chisels, power grinders and sandblasting, and various finishing techniques are explored. Students give presentations on their research projects and display their finished stone sculptures in the Louisa Gallery.

***STUDIO DRAWING**

0.5 CREDIT

Prerequisite: completion of Arts Foundations

In this course the student learns to draw various subjects using traditional drawing media. The elements and principles of art are presented and used to create drawings of quality. Different approaches to drawing are explored using mediums like charcoal, graphite, colored pencil, ink and pastel. Focus is on developing technical skills while refining composition and design within each artwork. Homework assignments are designed to enhance the classroom projects and develop proficiency. Art History is used to reference specific developments in representation and mark-making techniques and student research projects are presented to the class orally along with visual references. Through demonstrations, exercises and completed works, the student exhibits growth in drawing skills. In writing critical analyses of completed works, the student evaluates his/her own success and develops an understanding of the language of art.

***VIDEO PRODUCTION**

0.5 CREDIT

Prerequisite: completion of Arts Foundations

Video Production is an introduction to video/audio production. Students produce both short and long videos, taking each project from pre-production, through shooting video, to editing and presenting. Students learn techniques in using video cameras, microphones, audio, basic lighting, green screen, and iMovie. In addition, students review the basic elements of composition, narrative, how to storyboard, and how to create a documentary. Students produce streamlined videos, stop motion projects, interviews, narratives, videos for the CSS community, and more. Throughout the semester there will be critiques and presentations in which students evaluate and analyze peer projects. Students culminate the semester with a final video project.

***WATER-BASED PAINTING (2018-2019)**

0.5 CREDIT

Prerequisite: completion of Arts Foundations

This course explores a range of materials and techniques that operate within an aqueous medium. Some of these media are familiar to many, such as watercolor or acrylic painting, while others are less so, such as dyeing, fresco, or egg tempera. Even though these media are some of the simplest forms of pigment vehicle, they each have their own specialized techniques, many of which are tied to specific periods and places in history. Students explore these diverse forms of painting as media and technique, as well as in historical context. Students create research

presentations on artists or periods associated with these media. Major projects completed while practicing painting technique and color theory are based on modern watercolor and acrylic approaches.

***WOODWORKING & WOODCARVING (2018-2019)**

0.5 CREDIT

Prerequisite: completion of Arts Foundations

In this hands-on course, traditional wood carving techniques are used to create three-dimensional sculptures and relief carvings. As time permits, Techniques and processes for furniture, lathe work and cabinet making projects are introduced. Particular focus will be given to understanding the nature of wood properties and types, and include demonstration of various carving ~~restoration~~ techniques.. These include hammer and chisel, router and chainsaw, followed by various surface treatments.

THEATRE

ACTING: MAKING THE CONNECTION

0.5 CREDIT

Prerequisite: completion of Arts Foundations

This course is for both experienced performers and students who are curious observers ready to grow. Students participate in an encouraging and collaborative atmosphere as they explore the craft of acting and hone their gifts for the stage. The fundamentals of listening and reacting, concentration, presence, intention and the script, finding the objective and creating and maintaining believability feed a passion for the stage! Students discover their gifts, improve their abilities and have a great time doing it.

MAKER'S THEATRE

0.5 CREDIT

Prerequisite: completion of Arts Foundations

This class is about creating theatre from the ground up. There is no script. Instead, a main idea, concept, or stimulus guides the creation of a product. Those stimuli can range from fairy tales, short stories, and paintings/photographs to current events. Maker's Theatre requires research, decision-making, listening, initiative, setting and meeting internal deadlines, and working together as a unified team – all things that are key to theatre. In this course, students will truly get out of it what they put in. It will be challenging; it will also be rewarding. The aim is to create a production by the end of the semester.

MUSIC

BAND

1.0 CREDIT

The Upper School Band is a performing arts ensemble that integrates students from the ninth, tenth, eleventh, and twelfth grades. This ensemble places emphasis on the student's ability to command or grasp the knowledge, skill, creativity and artistic sensitivity required when performing instrumental music. Students refine instrumental technique, enhance their musicianship and aesthetic awareness, elevate their ability to read music, adjust intonation, understand differences in style, and identify the importance of teamwork within the ensemble. A wide variety of music literature is used to challenge this group's versatility and expand their

vision for the vast possibilities instrumental music has to offer. Students are presented with opportunities to have solos, perform in small ensembles, and take on other leadership roles. Students also play an active part in discussions on the selection of music, the sharing of great recordings to develop listening skills, and in supporting and energizing both the school and the local community. US band students participate in a variety of concerts throughout the school year (including the CSS Winter and Spring Concerts, the School's Graduation Ceremony and occasionally other public performances). This is a year-long course of study and a year-long commitment to the ensemble.

VOCAL ENSEMBLE

1.0 CREDIT

The Upper School Vocal Ensemble integrates students from the ninth, tenth, eleventh, and twelfth grades as they work as a team in preparation for performances. Although some background in music is helpful, prior experience or training is not required. This ensemble places emphasis on the student's ability to command or grasp the knowledge, skill, creativity and artistic sensitivity required in performing vocal music. A wide variety of music literature and styles are used to challenge this group's versatility and expand their vision for the vast possibilities vocal music has to offer. It draws on repertoire from diverse traditions, including Western classical music, world folk music, and jazz, this full-year course explores the art of ensemble singing. Students are presented with opportunities to have solos, perform in small ensembles, and take on other leadership roles. US choir students participate in a variety of concerts throughout the school year, including the CSS Winter and Spring Concerts and occasionally other public performances. This is a year-long course of study and a year-long commitment to the ensemble.