Requirements for Graduation

Athletics: Two years (six trimesters) to be completed as follows: 2 trimesters freshman year, 2 trimesters sophomore year, 1 trimester junior year, and 1 trimester senior year. Any variation of this course of study must be approved by the Principal in consultation with the Athletic Director.

Computer Science, Engineering & Design: Two trimesters are required (recommended to take one trimester each Freshman and Sophomore year).

English: Four years (required each year in Upper School).

Humanities Electives: Students may take these courses for elective credit. They do not count towards required credits in any department.

Mathematics: Three years taken in Upper School. Four years recommended.

Science: Three years (one year of Biology; one year of Chemistry; one elective).

Social Studies: Three years (one year of Global Perspectives; one year of U.S. History; one year of AP Advanced European Studies or AP Human Geography or three trimesters Junior/Senior history electives).

Visual & Performing Arts: Two years (six trimesters) are required. At least one trimester must be taken each year in Upper School, even if the total trimester requirement is completed early.

World Languages: Three years of the same global language in Upper School.

Academic Electives: In addition to the departmental requirements specified, students are encouraged to earn additional credit by taking academic courses of their choice.

REQUIRED FOR GRADUATION BUT NOT ASSIGNED ACADEMIC CREDIT

Interim: Successful completion each year of attendance in Upper School.

Service Learning: Community Impact Project during senior year; other service opportunities as assigned.
Weighted Grades

Certain advanced courses of an elective nature generate weighted grades. These courses are: Advanced Biology, Advanced Placement (AP) Calculus AB, AP Calculus BC, Calculus III, AP Chemistry, AP Chinese, AP Computer Science Principles, AP Computer Science A, Advanced Computer Science & Data Structures, AP Economics, AP English, AP European History, AP French Language, AP Human Geography, AP Physics 1, AP Physics C, AP Spanish Language, AP Spanish Literature, and AP Statistics. Students in these courses will receive additional quality points according to the following formula:

- A (5.00)
- A- (4.59)
- B+ (4.17)
- B (3.75)
- B- (3.34)
- C+ (2.92)
- C (2.50)
- C- (2.09)
- D+ (1.67)
- D (1.25)
- D- (0.84)

Hence, a student receiving a C (numerical grade = 2.0) in one of these classes would earn a numerical grade of 2.50. This numerical grade will be averaged with their other grades to determine the student’s GPA (grade point average).

Honors

An “Honors” designation indicates an increase in the level of rigor in course demands, as compared to the expectations of non-honors courses. Colleges receiving transcripts from Colorado Academy recognize Honors courses as having increased rigor.

Advanced Placement

The “AP” designation generally signifies college-level courses that prepare students for the AP exam in that subject area. In most AP courses, students are required to take the AP test. Based on the AP exam score, students may receive course credit at the college they attend. However, the criteria for credit vary according to college. Students should check with the colleges and universities about their policies in this regard.

Some AP courses do not encompass the complete curriculum included in the AP exams and may require additional coursework or independent preparation by the student. See individual AP course descriptions and consult the specific AP course instructor for further information.

Tuition - Independent Studies/Courses

Tuition for courses offered by individuals or institutions other than Colorado Academy is the entire responsibility of the student’s family.

Course Cancellation

Elective courses and Athletic offerings described in this catalog are subject to cancellation or revision depending upon student sign-up or staffing needs at the time of course registration. Students are encouraged to consider their choices carefully.
ATHLETICS

Requirement: Six trimesters; two trimesters each in Freshman and Sophomore years, one trimester each in Junior and in Senior years.

The Department of Athletics encourages student-athletes, regardless of past experience, to try a competitive sport option. Previous experience or skill is not required; however, a commitment to the team, effort, and a positive attitude is! Students are encouraged to exceed the minimum requirement.

The Upper School Athletic program (Grades 9-12) offers students various choices in establishing healthy lifetime activity patterns in coordination with a highly competitive interscholastic athletic program. Goals for all students include, but are not limited to, success against outside competition, building a strong sense of self-worth, learning lessons in human relations and collaboration, developing the ability to lead and follow, gaining specialized training in varied athletic skills, developing a mastery of sport-specific skills, cardiovascular conditioning, and demonstrating good sportsmanship.

All Athletic programs are graded. Daily attendance as outlined by the instructor is mandatory in all classes and on all teams and is reflected in the course grade. Daily commitment and focus on the chosen sport or activity is critical to the success of the team and individual. Please double check the schedules of any extra-curricular conflicts, including CA-sponsored activities (Mock Trial, All-State Choir, etc.). Missing practice or games due to anything other than illness or a family emergency is not allowed.

We encourage and support outside coaching in addition to all the practices and coaching during regularly scheduled CA practices. However, student-athletes may not miss regular CA practices to attend outside CA instruction.

Students in the Upper School have a wide range of choices, with offerings in competitive and non-competitive activities. The CHSAA-sanctioned competitive sport offerings include baseball, basketball, cross country, field hockey, golf, lacrosse, ice hockey, soccer, swimming, tennis, and volleyball. Non-Competitive and non-CHSAA-sanctioned offerings include a variety of conditioning classes, racquetball, rock climbing, student athletic trainer, ultimate Frisbee, and yoga. Students are encouraged to play at least one CHSAA-sanctioned sport during their time in Upper School.

Dropping or adding a sport: It is the responsibility of students who participate in athletics (competitive and non-competitive) to communicate their intended commitment to a sport or activity with their coaches and/or instructors and the Registrar prior to the start of the practice period/season (which may not coincide with the start of the academic calendar). Creating schedules, hiring coaches, and managing practice facilities are impacted by program numbers; and planning for the next season is completed well before the start of the trimester.

Credit for managing a CHSAA-sanctioned team is granted on a case-by-case basis and must be approved by both the Head Coach and the Director of Athletics. There is a maximum of 2 managers per team and daily attendance at all practices and games is required. Specific team and program responsibilities will be outlined by the Head Coach of the program.
## SPORTS OFFERINGS BY TRIMESTER:

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*Co-Op program with D’Evelyn High School. Please see Athletic Director for additional information.

** Sports Performance is offered in several blocks during the day as well as after school all three trimesters. Climbing is offered after school in trimesters 1 and 2 and during the day in trimester 3.

In sports/activities that have a maximum enrollment, the department makes every effort to accommodate all those that sign up. In sports/activities that have a maximum enrollment, please indicate a second choice. Please realize that there are constraints due to facilities, space, resources, and personnel.
INDEPENDENT ATHLETIC PROGRAMS:
Offered: Trimesters 1, 2, 3

Students must have participated in the activity for a minimum of 3 consecutive years before the request is made.

The activity must include a competitive or public performance piece/date.

The Director of Athletics, with the counsel of other administrators, reserves the right to weigh the value of the independent sport petition. If, in their opinion, the proposal is not challenging enough or doesn’t present enough rigor, it may be rejected.

**Independent credit is only given up to a maximum of 1 trimester in any one school year.**
Six of the ten required independent hours per week must be taken Monday-Thursday with direct supervision of a sport/activity-specific coach. An activity which demands only weekend hours does not qualify for independent sport credit. The point of an independent sports credit is to allow students to pursue a well-developed and focused activity.

Coaches are required to turn in participation grades, a program summary, and student comment at the end of the trimester in order to verify that credit is earned.

Students already participating in athletic programs outside of school should complete a “Petition for Athletic Credit” to determine whether their programs meet the requirements to receive credit. Petitions, indicating which trimesters students want to receive credit, must be approved by the Director of Athletics in advance of the appropriate trimester. Late proposals are only considered under extraordinary circumstances. Petitions are valid for the current year only and must be re-submitted for subsequent years. Appropriate forms are available from the Upper School Registrar, Athletic Department, or on the CA website.

Independent Sport credit will NOT be granted if the student-athlete does not need the credit to fulfill the minimum number of trimesters required. For example, spring independent sport credit will not be granted if a junior or senior student-athlete received athletic credit for a sport or a class during the fall or winter.

**Independent sport petitions are due to the Athletic Department by: August 1 for trimester 1, November 1 for trimester 2, and February 1 for trimester 3. Extensions for applications will not be granted.**

Upper School student-athletes will not receive credit for playing on any outside club team or training in which CA offers the same sport/activity during a concurrent season or for an independent sport during the same trimester the student-athlete is enrolled in an on-campus athletic offering. For example, yoga class, conditioning, and rock climbing will not be given independent credit. In addition, **CA does not offer independent sport credit to a student-athlete in a sport that CA offers if that student-athlete does not play on the CA team.**
TRIMESTER ONE

**Climbing**
Gender: Co-Ed  
Offered: Trimester 1  
Official Practice: BEGINS TUESDAY, AUGUST 25  
Time: 3:45-5:30 p.m., 5 days per week on campus and local climbing gyms  
Level: Non-Competitive  
Maximum Enrollment: 28 students  

*Every student in rock climbing is required to have climbing shoes.* Students have the opportunity to learn how to climb and belay in a safe manner. They have a chance to hone their skills in a variety of environments and have the opportunity to challenge themselves both mentally and physically. Participants are encouraged to compete in weekend Colorado High School Climbing League Competitions.  
*Students may only enroll in this course one time per school year.*

**Cross Country**
Gender: Co-Ed  
Offered: Trimester 1  
Official Practice: BEGINS MONDAY, AUGUST 10. There is a summer practice component. Please check with the Head Coach and the department for details.  
Time: After school, 3:45-5:30 p.m., and scheduled meets  
Level: Competitive – Varsity  
League: Metropolitan

**Field Hockey**
Gender: Girls  
Offered: Trimester 1  
Official Practice: BEGINS MONDAY, AUGUST 10. There is a summer practice component. Please check with the Head Coach and the department for details.  
Time: After school, 3:45-5:30 p.m., some Saturday practices, and scheduled games  
Level: Competitive – Varsity, JV, and C-Level

**Golf**
Gender: Boys  
Offered: Trimester 1  
Official Practice: BEGINS MONDAY, AUGUST 3  
Time: After school 3:45-5:30 p.m., and scheduled matches  
Level: Competitive - Varsity and JV  
League: Recreational - C-Level Team, depending on sign-up  
Maximum Enrollment: 25 students  

*Students must have their own equipment* (clubs, shoes, balls, etc.) and knowledge and experience of the game (less experience required for the Non-Competitive Team). A fee of $350 is required to cover greens fees. Financial Assistance is available through the Admission Office for those who qualify.
**Soccer**
Gender: Boys
Offered: Trimester 1
Official Practice: BEGINS MONDAY, AUGUST 10. There is a summer practice component. Please check with the department for details.
Time: After school 3:45-5:30 p.m., some Saturday practices and scheduled games
Level: Competitive – Varsity, JV, C-Level
League: Metropolitan

**Sports Performance**
Gender: Co-Ed
Offered: Trimester 1
Official Practice: BEGINS TUESDAY, AUGUST 25
Time: During the school day or after school 4:30 pm-5:30 pm Monday-Thursday
Level: Non-Competitive
Maximum Enrollment: after school course – 25 students (Priority given to freshmen and students with limited or no free blocks)

This course is designed to aid in the development of health and wellness in each student with a structured plan designed to enhance strength, speed, mobility, and energy systems while also developing moral and educational characteristics. Strength is developed in 5 phases: Work Capacity (Adaptation), Hypertrophy, Max Strength, Strength Speed, and Muscular Endurance. Speed: Mechanics, Speed Strength, and Change of Direction. Mobility: Correctives, Warm-up, Cool down. Energy Systems: Train for the activity, Anaerobic versus Aerobic, and Activity Demands. Education: Nutritional Needs, Cognitive Reconditioning, and Independence in Movement. Character: Time Management, Self-Respect, and Effort.

**Student Athletic Trainer**
Eligibility: Permission of the Athletic Trainers
Gender: Co-Ed
Offered: Trimester 1
Time: After school, 3:45-5:30 p.m., Monday-Friday
Maximum Enrollment: 2 students (Selection is based on an application process.)

Students are instructed in various aspects of athletic training/sports medicine. Students participating in this program are required to assist the sports teams during all practices and assigned games, the specific number of which will be determined.

*Students may only enroll in this course one time per school year.*

**Tennis**
Gender: Boys
Offered: Trimester 1
Official Practice: BEGINS MONDAY, AUGUST 10. There is a summer practice component. Please check with the Head Coach and the department for details.
Time: After school, 3:45-5:30 p.m., some Saturday practices and scheduled games
Level: Competitive - Varsity I, Varsity II and JV
League: Metropolitan
Maximum Enrollment: 40 students
**Ultimate Frisbee**
Gender: Co-Ed  
Offered: Trimester 1  
Official Practice: BEGINS MONDAY AUGUST 10  
Time: After school, 3:45-5:30 p.m., and scheduled games  
Level: Competitive  
League: Altitude Youth

**Volleyball**
Gender: Girls  
Offered: Trimester 1  
Official Practice: BEGINS MONDAY, AUGUST 10. There is a summer practice component. Please check with the Head Coach and the department for details.  
Time: Pre-Season, 4:00-7:00 p.m.; after school, 3:45-5:30 p.m., some Saturday practices, and scheduled games  
Level: Competitive – Varsity, JV, C, and Freshman levels  
League: Metropolitan

**TRIMESTER TWO**

**Basketball**
Gender: Boys and Girls  
Offered: Trimester 2  
Official Practice: BEGINS FRIDAY, NOVEMBER 16. There is a pre-season practice component. Please check with the Head Coach and the department for details.  
Time: After school, 3:45-7:00 p.m., some Saturday practices, and scheduled games  
Level: Competitive – Varsity, JV, C-Level  
League: Metropolitan

**Climbing**
Gender: Co-Ed  
Offered: Trimester 2  
Official Practice: BEGINS MONDAY, NOVEMBER 9  
Time: 3:45-5:30 p.m., 5 days per week on campus and local climbing gyms  
Level: Competitive  
Maximum Enrollment: 28 students (14 Varsity athletes, 14 JV athletes)

*Every student in rock climbing is required to have climbing shoes.* Students learn how to climb and belay in a safe manner. They hone their skills in a variety of environments and have the opportunity to challenge themselves both mentally and physically. Students are required to compete in at least five Colorado High School Climbing League weekend climbing competitions held around the Denver area.  
*Students may only enroll in this course one time per school year.*
Ice Hockey
Gender: Boys
Offered: Trimester 2
Official Practice: BEGINS MONDAY, NOVEMBER 16
Time: To be determined
Level: Competitive – Varsity and JV

A fee of $1000 is required to cover ice time.

Racquetball
Gender: Co-Ed
Offered: Trimester 2
Official Practice: BEGINS MONDAY, NOVEMBER 16
Time: After school, 3:45-5:30 p.m., Monday-Thursday

Racquetball at CA has evolved into a Club sport over the years. This is a lifetime sport offered to our novice to intermediate players. Competition varies from year to year from interscholastic matches to outside meets with high school and college club teams. This game is easy to learn and is guaranteed to be fast, furious, and FUN! All equipment is provided. Practices are off campus at the Englewood Rec Center.
A fee of $100 is required to cover court rental, eye guards, and team shirts.

Sports Performance
Gender: Co-Ed
Offered: Trimesters 2
Official Practice: BEGINS MONDAY, NOVEMBER 16
Time: During the school day or after school 4:30 pm-5:30 pm Monday-Thursday
Level: Non-Competitive
Maximum Enrollment: after school course – 25 students (Priority given to freshmen and students with limited or no free blocks)

This course is designed to aid in the development of health and wellness in each student with a structured plan designed to enhance strength, speed, mobility, and energy systems while also developing moral and educational characteristics. Strength is developed in 5 phases: Work Capacity (Adaptation), Hypertrophy, Max Strength, Strength Speed, and Muscular Endurance. Speed: Mechanics, Speed Strength, and Change of Direction. Mobility: Correctives, Warm-up, Cool down. Energy Systems: Train for the activity, Anaerobic versus Aerobic, and Activity Demands. Education: Nutritional Needs, Cognitive Reconditioning, and Independence in Movement. Character: Time Management, Self-Respect, and Effort.

Student Athletic Trainer
Eligibility: Permission of the Athletic Trainers
Gender: Co-Ed
Offered: Trimester 2
Official Practice: BEGINS MONDAY, NOVEMBER 16
Time: After school, 3:45-5:30 p.m., Monday-Friday
Maximum Enrollment: 2 students (Selection is based on an application process.)

Students are instructed in all aspects of athletic training/sports medicine. Students participating in this program are required to assist the sports teams during all practices and assigned games, the specific number of which will be determined.
*Students may only enroll in this course one time per school year.*
Swimming/Diving
Gender: Girls
Offered: Trimester 2
Official Practice: BEGINS MONDAY, NOVEMBER 16. There is a pre-season practice component. Please check with the department for details.
Time: After school, 3:45-5:30 p.m., and scheduled meets
Level: Competitive - Varsity
League: Metropolitan

Yoga
Gender: Co-Ed
Offered: Trimester 2
Official Practice: BEGINS MONDAY, NOVEMBER 16
Time: After school, 3:45-5:30 p.m.
Level: Non-competitive
Maximum Enrollment: 18 students (Priority is given to students in grades 11 and 12).

A mind and body practice, yoga helps to build strength of muscles and bones, increases flexibility and mobility in the joints, develops the ability to focus and reduce stress through breath work, and increases stability, balance, and coordination. Yoga classes include time for active asana (posture) practice, mindfulness, breathing techniques, games, and relaxation in a safe and supportive environment.

TRIMESTER THREE

Baseball
Gender: Boys
Offered: Trimester 3
Official Practice: BEGINS MONDAY, MARCH 1. There is a pre-season practice component. Please check with the Head Coach and the department for details.
Time: After school, 3:45-5:30 p.m., some Saturday practices, and scheduled games
Level: Competitive - Varsity and JV
League: Metropolitan

Climbing
Gender: Co-Ed
Offered: Trimester 3
Official Practice: BEGINS MONDAY, MARCH 1
Time: During the school day
Level: Non-Competitive
Maximum Enrollment: 12 students

This course, offered during the academic day but offering athletic credit, instructs students on the essential skills to be a rock climber and leader. Students learn to move on the rock, but also learn essential safety and risk-management skills that prepare them for taking their passion for the sport to the wilderness. The course involves working out on CA’s new state-of-the-art climbing wall, but offers a window into wilderness philosophy and adventure.

*Students may only enroll in this course one time per school year.*
**Golf**

Gender: Girls  
Offered: Trimester 3  
Official Practice: BEGINS MONDAY, MARCH 1. There is a pre-season practice component. Please check with the Head Coach and the department for details.  
Time: After school, 3:45-5:30 p.m., and scheduled matches  
Level: Competitive - Varsity and JV  
League: Metropolitan

**Students must have their own golf equipment** (clubs, shoes, balls, etc.) and serious knowledge and experience of the game. A fee of $350 is required to cover greens fees. Financial Assistance is available through the Admission Office for those who qualify.

**Lacrosse**

Gender: Boys and Girls  
Offered: Trimester 3  
Official Practice: BEGINS MONDAY, MARCH 1. There is a pre-season practice component. Please check with the Head Coach and the department for details.  
Time: After school, 3:45-5:30 p.m., some Saturday practices, and scheduled games  
Level: Competitive – Varsity, JV, C-Level  
League: Boys – South Suburban; Girls – Metropolitan

**Soccer**

Gender: Girls  
Offered: Trimester 3  
Official Practice: BEGINS MONDAY, MARCH 1. There is a pre-season practice component. Please check with the Head Coach and the department for details.  
Time: After school, 3:45-5:30 p.m., some Saturday practices, and scheduled games  
Level: Competitive - Varsity and JV  
League: Metropolitan
Sports Performance
Gender: Co-Ed
Offered: Trimester 3
Official Practice: BEGINS MONDAY, MARCH 1
Time: During the school day or after school 4:30 pm-5:30 pm Monday-Thursday
Level: Non-Competitive
Maximum Enrollment: after school course – 25 students (Priority given to freshmen and students with limited or no free blocks)

This course is designed to aid in the development of health and wellness in each student with a structured plan designed to enhance strength, speed, mobility, and energy systems while also developing moral and educational characteristics. Strength is developed in 5 phases: Work Capacity (Adaptation), Hypertrophy, Max Strength, Strength Speed, and Muscular Endurance. Speed: Mechanics, Speed Strength, and Change of Direction. Mobility: Correctives, Warm-up, Cool down. Energy Systems: Train for the activity, Anaerobic versus Aerobic, and Activity Demands. Education: Nutritional Needs, Cognitive Reconditioning, and Independence in Movement. Character: Time Management, Self-Respect, and Effort.

Student Athletic Trainer
Eligibility: Permission of the Athletic Trainers
Gender: Co-Ed
Offered: Trimester 3
Official Practice: BEGINS MONDAY, MARCH 1
Time: After school, 3:45-5:30 p.m., Monday-Friday
Maximum Enrollment: 2 students (*Selection is based on an application process.)

Students are instructed in all aspects of athletic training/sports medicine. Students participating in this program are required to assist the sports teams during all practices and assigned games, the specific number of which will be determined.

*Students may only enroll in this course one time per school year.

Tennis
Gender: Girls
Offered: Trimester 3
Official Practice: BEGINS MONDAY, MARCH 1. There is a pre-season practice component. Please check with the Head Coach and the department for details.
Time: After school, 3:45-5:30 p.m., and scheduled matches
Level: Competitive - Varsity I, Varsity II, and JV
League: Metropolitan
Maximum Enrollment: 40 students
**COMPUTER SCIENCE/ENGINEERING & DESIGN**

**Requirement:** 2 trimester credits from courses listed in this section are required for graduation. These courses may utilize elements from any of the following: Computer Science & Computational Thinking, Engineering Design, Digital Design & Fabrication, and Physical Computing. These courses may be offered by the Computer Science Department or the Engineering & Design Department.

Yearlong Computer Science courses that receive weighted grades count as an academic course for the purposes of 6th Course Petitions.

**COMPUTER SCIENCE/ENGINEERING & DESIGN OFFERINGS BY TRIMESTER**

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Symbol 🌙 indicates a year-long course
INTRODUCTORY COURSES

**AP Computer Science Principles** - Advanced Placement Course, Weighted Grade

Prerequisite: None
Eligibility: Grades: 10, 11, 12
Offered: Full Year
Credit: Computer Science

This AP course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. This course introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking. The curricular framework for this course includes: Creativity, Abstraction, Data and Information, Algorithms, Programming, the Internet, and Global Impact.
Audio Engineering

Prerequisite: None, some music background is recommended.
Eligibility: Grades 9, 10, 11, 12
Offered: This 2-trimester class spans trimesters 1 and 2. *If seats are available, taking only Tri 1 may be possible.*
Credit: 1 Trimester of Fine Arts and 1 Trimester of Engineering & Design

In *Audio Engineering*, students will explore sound and music and the methods and technologies used in recording, synthesizing, manipulating, and sharing it. You will investigate, learn, and apply professional multitrack studio recording techniques, learn industry-standard Pro Tools digital audio software, and learn how to use virtual instruments to design sound and to record, produce and share your own music and that of others. You will finish the course with a digital portfolio of music projects that you’ve recorded and produced. *Audio Engineering* will also touch upon the production of soundtracks for video and the acoustics of recording and live performance. For those looking to explore this field with greater depth, this course can be followed by a third trimester of independent study and more advanced personal projects.

Data Analytics with Excel, SQL & Tableau

Prerequisite: None
Eligibility: Grades 10, 11, 12
Offered: Trimester 3
Credit: Computer Science

This course gives students exposure to and practice with a variety of analytical tools to help them study, visualize, and understand data. This class challenges students to investigate, manage, analyze, and explore data as a means to support a broader story or conclusion with an emphasis on the variety of perspectives/insights that data can illuminate. After refining basic data-analysis skills in Excel or Google Sheets, students build a basic foundation of skills in SQL to enable them to run queries and pull data, which can then be visualized and reported upon in Tableau (a leading business intelligence software tool). It concludes with a capstone project that allows students to explore, study, and build visuals and analysis to support a final presentation about a topic of their choice (including crime, health-care, sports, business, environmental issues, marketing, or social justice issues).

FabLab: Intro to Engineering Design & the Innovation Lab

Prerequisite: None
Eligibility: Grades 9, 10, 11, 12
Offered: Trimester 1, 2, 3
Credit: Engineering & Design

In this hands-on, project-based course, you will learn and practice using the engineering design process to design and make things - to take a design idea, devise a plan, and fabricate a functional, finished product. Along the way, you will receive a comprehensive orientation to the CA Innovation Lab and essential training in the safe and appropriate use of all of the lab’s fundamental tools and other specialty tools as needed. The first half of the course will be focused on manual skill and the designing and fabricating of projects by hand. In the second half of the trimester, we will apply and build upon these skills within the digital realm using 2D CAD software and the laser cutter/engraver to design and precisely fabricate your original, functional designs.
**Flight**
Prerequisite: None
Eligibility: Grades 9, 10, 11, 12
Offered: Trimester 3
Credit: Engineering & Design

In *Flight*, students will be building and analyzing a number of aircraft that may include hot air balloons, gliders, and RC quadcopters, and we will investigate and analyze the natural phenomena that affect their performance. We will learn the anatomy and physics of fixed-wing aircraft and light-than-air aircraft, and then design, build, and fly our own custom aircraft. Finally, we will use all that we have learned to design, build, and test our own custom RC quadcopters. At the end of the course, you will leave with a functional RC aircraft, respectable piloting skills, all of the necessary accessories, and the knowledge of how to modify it, repair it, and fly it on your own.

A fee of $300 is required to cover part of the expenses for a quadcopter racing drone kit and radio transmitter. Financial Assistance is available through the Admission Office for those who qualify.

**Introduction to Computer Science**
Prerequisite: None
Eligibility: Grades 9, 10, 11, 12
Offered: Trimester 1, 2, 3
Credit: Computer Science

This engaging introductory course will introduce students to the exciting discipline of Computer Science. In this course, students will develop awareness of important computer science principles, such as programming, software-hardware interaction, and conceptual and formal design models. Programming topics covered will include basic control structures (sequence, loops, branching), variables, abstraction, and simple array processing. Students will develop strong computational thinking skills that they will be able to apply in many other disciplines such as robotics, mathematics, science, music, and art. Each student will complete a well-planned and designed larger programming project.

**Introduction to Statistics and Data Science**
Prerequisite: None
Eligibility: Grades 10, 11, 12
Offered: Trimester 2
Credit: Computer Science

Students in this trimester course use spreadsheet programs and statistical analysis software (R) to explore data sets. They manipulate and summarize real-world data, using advanced spreadsheet techniques to answer relevant questions. Students present their findings with graphical displays of data including box plots, scatter plots, histograms, and normal probability plots. Students consider distributions of data, using 1-variable statistics to describe center, shape, and spread of data sets and to identify unusual features of data sets. Students build, interpret, and compare statistical models. Upon completion of this course, students are well prepared to interpret charts and draw conclusions from statistics they encounter in the media, and have experience building models and analyzing data sets using spreadsheets and R.
Performance Innovations
Prerequisite: None
Eligibility: Grades 9, 10, 11, 12
Offered: Full Year
Credit: 4 credits (2 Arts & 2 Computer Science/Engineering & Design)

This full-year course is intended for motivated students who are passionate about the Arts and interested in using the Innovation and Computer Science Labs to highlight performance art. The full year course will give students an opportunity to develop and focus their own personal artistic personalities. Students will create and showcase a performance piece before Winter Break. In so doing, students will become proficient in woodworking. One more major project will be presented in the spring. Students will learn to program in Python and will become proficient in Robotics to create reactive and expressive art. To provide context for “outside-the-box” artistic self-expression, students will also engage with the historical context, events, and ongoing artistic impacts of two renegade, fiercely independent artistic movements. Guest and faculty speakers will provide steady input. Students may engage with local performance artists in the Denver area, and one overnight field trip to Santa Fe. After completing this class, students can take advanced computer science courses, effectively pursue their passions in the art studio, and fabricate solutions to complex problems.

Python for Biologists
Prerequisite: Biology
Eligibility: Grades 10, 11, 12
Offered: Trimester 1
Credit: Computer Science

Remember, from 9th grade biology, the number of amino acids coded by small section of a strand of your DNA? Each of your 46 strands of DNA, stretched out, would be six feet long and all together your DNA codes for more than 20,000 proteins. Talk about data! How do biologists find patterns or mutations in all of that? That is where science and programming meet – in a filed known as BIOINFORMATICS. This trimester course will introduce students to that connection through a combination of biology and python. Python, a language that is both easy and fun to learn, will be our pathway into understanding the critical connection between coding and science. We will learn basic python control structures such as loops, sequences, and branching, all within the context of DNA codes and patterns.

Robotics Playground
Prerequisite: None
Eligibility: Grades 9, 10, 11, 12
Offered: Trimester 1, 2, 3
Credit: Computer Science/Engineering & Design

In this project-based course, students design, build, and program working prototypes of autonomous and interactive electronic systems (i.e., robots) using the Raspberry Pi. Students design, build and program simple electronic systems, and then grow their expertise by designing and building incrementally more advanced and interesting projects. While there is some focus on basic electronics and the physics behind the sensors and actuators that connect students’ designs with the world, the greatest amount of time and emphasis is on working in teams to intentionally design, build, program, test and refine robots of interest to each student.
**Visual Design & Algorithmic Art**

Prerequisite:  None
Eligibility:    Grades 9, 10, 11, 12
Offered:       Full Year
Credit:        4 credits (2 Arts & 2 Computer Science/Engineering & Design)

Enter the world of visual expression, computational creativity, and design thinking to create something out of nothing and bring your ideas to life. Explore laser cutting, 3D modeling, augmented reality, coding, and various art media to create two-dimensional imagery and three-dimensional sculpture. Explore functionality and beauty to express your personal voice. Embrace happy mistakes and take risks. Tackle big ideas by breaking them into smaller steps. Represent concepts with visual accuracy. This class will emphasize the connections and integrations between studio art, computer science, and engineering to develop epic projects. We will speak with and learn from professionals in the field through presentations and visits. After completing this class, students can take advanced computer science courses, effectively pursue their passions in the art studio, and fabricate solutions to complex problems.

**ADVANCED COURSES**

**3D Digital Design & Fabrication**

Prerequisite:  Digital Design & Fabrication, FabLab, or Toy Making
Eligibility:    Grades 9, 10, 11, 12
Offered:       Trimester 2 (repeatable)
Credit:        Engineering & Design

In 3D Digital Design & Fabrication, you will expand upon your 2D design knowledge and skills and begin working with 3D design and fabrication techniques. You will learn how to design and 3D print models and prototypes, create 3D scans of physical objects, use digital sculpting tools, and learn to incorporate 3D models into larger designs, both functional and artistic. You will become proficient with SolidWorks 3D modeling software as a tool for planning and simulating 3D models and assemblies, and you will use Aspire CAD/CAM software and the 3D CNC mill to design and fabricate your own large-scale functional designs. You may also wish to explore digital sculpting, jewelry design and metal casting, welding, and projects that integrate a variety of tools, methods, and media. At the end of the course, you will leave with your finished projects as well as a comprehensive digital portfolio with all of your design work and photos of finished products.
AP Computer Science A - Advanced Placement Course, Weighted Grade

Pre-/Co-requisite: Honors Advanced Algebra, Math 2e, or higher math
Prerequisite: Introduction to Programming or AP Computer Science Principles, or permission of the instructor
Eligibility: Grades: 10, 11, 12
Offered: Full Year
Credit: Computer Science

This course covers the Advanced Placement Computer Science A curriculum. The focus will be on the Object-Oriented Programming language of Java. Topics will include the essentials of OOP, classes, methods, graphics, input/output statements, if statements, loops, strings, recursion, one and two-dimensional arrays, searching and sorting. The emphasis of this course is on problem solving, software engineering and ethics. Students learn systematic ways of breaking problems down and writing well-documented programming code. **An introductory programming class is highly recommended before taking this course.** This class covers material typical in a first-semester college computer science course.

Advanced Computer Science and Data Structures – Weighted Grade

Prerequisite: AP Computer Science A and permission of instructor
Eligibility: Grades: 11, 12
Offered: Full Year
Credit: Computer Science

This course covers advanced programming topics with an emphasis on data structures (sets, maps, stacks, queues, lists, and trees) and algorithm efficiency (Big-O). In addition, we look at advanced programming algorithms such as sorting, searching, and recursive arrays. Students will enhance their knowledge of Java and will advance their programming skills to a higher level. This class will also include selected computer science topics such as digital electronics, assembly language programming, cryptography, and machine learning. Only students with an advanced level of programming experience should enroll in this course. The course is offered as a weighted course, covering second-semester college-level material beyond the AP Computer Science A course.
**Engineering Design Lab**

Prerequisite: FabLab or Toy Making or instructor’s permission  
Eligibility: Grades 10, 11, 12  
Offered: Trimester 3  
Credit: Engineering & Design

This year’s iteration of *Engineering Design Lab* will manifest as the course, *Into the Woods: Building Thoreau’s Cabin*. In general, *Engineering Design Lab* is for students who wish to take their engineering design and fabrication skills to the next level. With a focus on the design, analysis, and building of larger scale structures and vehicles, you will take on new design challenges (e.g., bridges, boats, human-powered vehicles, siege weapons, etc.), use new tools and processes (e.g., welding, metalworking, digital fabrication, etc.), and learn and practice applying principles of engineering mechanics and physics in the design and evaluation processes. This class is repeatable with subsequent trimesters focusing on the development of projects and skills of your own choosing.

*Into the Woods: Building Thoreau’s Cabin*

“I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived.”

Thoreau said that going to live at Walden Pond was an experiment, and that he was going there to live “free and uncommitted.” In this one-trimester, hands-on class, our experiment will be an investigation into both the best ways to design and build a replica of Thoreau’s cabin as well as the role and benefit of a rustic retreat from the complexity of the modern world. We will explore 19th-century timber framing techniques as well as other accessible methods of constructing simple homes and structures en route to designing and constructing a replica of Thoreau’s cabin on the bank of Woody’s Pond. This course may be an ideal accompaniment or follow-up to the 10th grade American Literature experience.

**Topics in Computer Science**

Prerequisite: Ability to program in any language and permission of instructor  
Eligibility: Grades 10, 11, 12  
Offered: Trimester 3  
Credit: Computer Science

This course is intended for highly motivated students with a strong programming background who are interested in advancing their programming abilities beyond an introductory level. Furthermore, students should desire to engage in independent learning. This project-based class does not focus on any particular programming language or topic but allows students to pursue applications of computer science in different areas of interest.
ENGLISH

**Requirement:** Four years of English including Coming of Age in the World, American Literature, and six trimesters of Seminar courses.

**Grade 9 English: Coming of Age in the World**

**Eligibility:** Grade 9  
**Offered:** Full Year

For freshmen, the 9th grade year marks not only a transition to high school, but a pivotal period in the journey toward greater maturity and perspective. Recognizing that students have a growing awareness of themselves and their place within multiple communities—family, school, world—this course seeks to foster and deepen that awareness through its emphasis on personal expression, global texts, and interdisciplinary experiences.

In their writing, students develop creative and critical thinking skills through multiple forms: literary analysis, narration, poetry, and persuasion. Grammar and vocabulary instruction come from a variety of contextual sources including the personalized online platform Membean. Class discussions are at the heart of our exploration of each text we read. Students also hone public speaking and presentation skills.

Course texts themselves cover a range of coming-of-age, multicultural and global concerns, and literary forms.

**Texts:**

*The Curious Incident of the Dog in the Night-Time,*  
Mark Haddon  
*Persepolis,* Marjane Satrapi  
*In The Time of the Butterflies,* Julia Alvarez  
*Balzac and the Little Chinese Seamstress,* Dai Sijie  
*Purple Hibiscus,* Adichie

**American Literature**

**Eligibility:** Grade 10  
**Offered:** Full Year

This course introduces students to the essential writings that have produced the America of today. Tracing the development of values, attitudes, and artistic expressions over the past four hundred years—sometimes within the canon and sometimes outside the canon—students may arrive at the present age and “know the place for the first time.” This course takes students from the Puritans to the present, with such representative writers as Edwards, Franklin, Thoreau, Fitzgerald, Hurston, Miller, and Alice Walker. Summer reading is required; the book list is made available in the spring before the course.

Students in 10th grade English practice analytical writing, not only within the context of the college essay, but in a variety of creative and design-based projects as well. Along with much grammar and vocabulary instruction, improving technology skills plays a large role in students’ writing development and in daily classes.
JUNIOR AND SENIOR ENGLISH SEMINARS

Juniors and seniors are required to take six trimesters of English seminars. They may choose from among seminars offered for the first and second trimesters. For the third trimester, juniors will enroll in the Junior Writing Seminar and seniors in the Senior Seminar. Alternately, seniors may take AP English Literature for the full year. **AP English Literature** is limited to 30 students and admittance is based upon teacher recommendations and a writing sample.

PLEASE NOTE: Due to scheduling restrictions, students will be required to select a first, second, and third choice when registering for seminar courses. Every effort will be made to schedule students in their first choice; however, students are expected to accept their second or third choice when scheduling conflicts necessitate.

**AP English Literature** - Advanced Placement Course, Weighted Grade

| Prerequisite: | American Literature |
| Eligibility: | Grade 12 |
| Offered: | Full Year |
| Note: | Students enrolled in this course are required to take the AP English Literature exam. |

This course follows the curricular requirements outlined by the College Board in the *AP English Literature and Composition Course Description* that focuses on building skills necessary for college-level reading and writing. The texts include works from a variety of time periods and genres, and the writing assignments include in-class essays as well as formal process essays with several opportunities for revision. This is considered a college-level course, which means that students are asked to read and analyze challenging, provocative, dense, and sometimes controversial material. Students will study T. S. Eliot’s 1922 poem, *The Waste Land*, a work often referred to as the centerpiece of Modernism. To read this one poem, however, and to see how the ideas are central to our own thinking, demands a detailed study of major texts, mythologies, and ideologies ranging from the Upanishads through St. Augustine and the medievals, on to Dante, and up past the Renaissance into a close cultural critique of Modernism in the early twentieth century. The poem is only a dozen pages long; the course, though, spans four thousand years. Class discussion, several major papers and a researched design project, a few tests, and AP-exam practice work are all important to this course.

**Texts:**

*All the Pretty Horse*, Cormac McCarthy  
*Antony and Cleopatra*, William Shakespeare  
*Heart of Darkness*, Joseph Conrad  
*Paradise Lost*, John Milton  
*Sir Gawain and the Green Knight*  
*The Collected Poems*, T. S. Eliot  
*The Tempest*, William Shakespeare  
*The Norton Anthology of World Masterpieces*  
*The Bhagavad Gita*
TRIMESTER ELECTIVES
Prerequisite: American Literature
Eligibility: Grades 11, 12
Offered: Trimesters 1, 2

PLEASE NOTE: Due to scheduling restrictions, students will be required to select a first, second, and third choice when registering for elective courses. Every effort will be made to schedule students in their first choice; however, students are expected to accept their second or third choice when scheduling conflicts necessitate.

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• Endless War: The Literature of Trauma  
• Fiction and Film  
• Russian Literature  
• Shakespeare | • Fiction Writing  
• Forbidden Knowledge  
• The Mystery Novel  
• Pilgrimage Narratives  
• Southern Gothic | • Junior Writing Seminar  
• Senior Seminar |

TRIMESTER ONE

African Literature – Honors Course
This course will give students a view into the literary imaginations of contemporary writers from Africa. The course studies fiction, plays, poetry, memoir, and graphic novels from such diverse nations as South Africa, Nigeria, Libya, Senegal, Mozambique, and Rwanda. We will strive to understand better the people and cultures of these African countries, the varying impact of European colonialism, the oral storytelling traditions, and the rich diversity of experiences. The course will emphasize both analytical and creative writing, as well as project-based learning.

Texts:  
The Fishermen, Obioma (Nigeria)  
So Long a Letter, Ba (Senegal)  
Under the Frangipani, Coutu (Mozambique)  
The Book of Bones, Murambi (Rwanda)  
In the Country of Men, Matar (Libya)  
Kaffir Boy, Mathabane (South Africa)  
Nigerians in Space, Olukotun (Nigeria/South Africa)

Endless War: The Literature of Trauma - Honors Course
In our modern age, War has become less a battle for territory and instead has morphed into a complicated web of differing politics, mounting pressure, ideological oppositions, and cultural conflict. Perhaps what gets lost in the uproar is the individual sacrifice made to honor and duty. This course examines the ways in which our world has shifted and grown, and how those changes are reflected through the eyes of Iraq and Afghanistan veterans, especially through fiction, drama, poetry, and personal accounts.

Texts:  
You’ll Never Know (Soldier’s Heart)  
Here, Bullet; Disgraced (play)  
Ooh Rah  
Redeployment  
The Forever War  
War Torn (documentary)
Fiction and Film - Honors Course
Students may love going to the movies, but they probably don’t yet have a real vocabulary with which to talk about, assimilate, or assess them. This course introduces some of the language of film, using many of the same analytical models that we apply to literature. We undertake this intensive study by looking at films that began as fiction—short stories, plays, novellas, myths, novels—and study the works both as literature and as film. The films and literary works cover a range of contemporary and "classic" texts from writers such as Ted Chiang, James Baldwin, Joseph Conrad, P. D. James, Daphne DuMaurier, and William Shakespeare. This class emphasizes critical writing and thinking about both literature and film, with most of the class time devoted to discussion, close reading, and critique of the texts. Students, therefore, are required to view most of the movies outside of class.

Russian Literature - Honors Course
Russian literature extends back only a couple of hundred years, but St. Petersburg, Moscow, and even Siberia have produced a tradition that is as rich as any on earth. Epic writers like Tolstoy and Dostoevsky figure prominently in a course that looks closely at the history, religion, and politics of this world power. Beginning with Pushkin and concluding with late twentieth-century voices such as Brodsky and Yevtushenko, the class reads novels, poems, and plays that have become staples not only of Russian literature, but in many ways our own.

Shakespeare - Honors Course
This course examines carefully and thoroughly the major works of William Shakespeare. Through close and precise reading, as well as through analytical writing, students come to understand not only the specific texts, but the workings of Shakespearean comedies, histories, and tragedies as a whole. Additionally, students explore how Shakespeare’s heroes respond to the challenges placed before them. Finally, students will illustrate their understandings of Shakespeare’s themes, language, and literary and dramatic devices as they edit, adapt, direct, and perform scenes from the plays in Elizabethan English.

TRIMESTER TWO

Fiction Writing - Honors Course
Students in this course write and revise several drafts of their own original short fiction. They produce work of varying lengths and types, leading to the creation of a portfolio by the end of the trimester. Using the workshop model in which small groups and the whole class offer constructive critiques of peer manuscripts, students learn by reading and responding to their peers’ work as well as by studying the craft of fiction in the stories of a variety of short fiction writers.

Texts: The Story and its Writer, ed. Anne Charters
Stories by Chekhov, Hemingway, O’Connor,
ZZ Packer, and Junot Diaz
Forbidden Knowledge – Honors Course
This course explores various treatments of a common theme: that limits on human knowledge exist for a reason. Students investigate and evaluate in world literature the consequences of overstepping the bounds of human nature. "Forbidden knowledge" includes information, understanding, awareness, and consciousness that may be inaccessible or otherwise unattainable. These paths to knowledge are forbidden by religious, moral, or secular authorities and are seen as dangerous, destructive, or unwelcome and they are often expressed in unconventional or unfamiliar ways.

Texts:  
- *Faust*, Wolfgang von Goethe  
- *Brave New World*, Aldous Huxley  
- *Songs of Innocence and of Experience*, William Blake  
- *Prometheus Bound*, Aeschylus  
- *Antigone*, Sophocles  
- *Frankenstein*, Mary Shelley

The Mystery Novel – Honors Course
Over the course of nearly 200 years since the mystery story as we know it came into existence, the genre has transcended its origins as a mere “whodunit” puzzle to become a remarkably adaptable form of storytelling through which writers have explored issues such as morality, justice, law, social order, heroism, and existential confusion. And of course, at the center of each mystery is the character who is attempting to solve it, giving us iconic fictional detectives who have become better known than the works in which they appear: Hercule Poirot, Miss Marple, Sam Spade, Philip Marlowe, Easy Rawlins, and of course, Sherlock Holmes. This course will explore the mystery novel from its 19th-century roots to contemporary reimagining of what the mystery story can be.

Authors may include:  
- Edgar Allan Poe  
- Arthur Conan Doyle  
- Agatha Christie  
- Dashiell Hammett  
- Raymond Chandler  
- Walter Mosley  
- Margaret Atwood

Pilgrimage Narratives - Honors Course
This course investigates the literature of pilgrimage: quest, adventure, and sojourn. Examining pilgrimage narratives—ritual, spiritual, and metaphorical—through the stories of people’s everyday lives provides students the opportunity to examine the innate human instinct of journey. Readings include theoretical, ethnographic, and narrative perspectives drawn from a variety of ancient and contemporary cultures—Hindu, Buddhist, Christian, and Muslim.

Texts:  
- *Siddhartha*  
- *The Autobiography of Malcolm X*  
- *Haroun and the Sea of Stories*  
- Shakespeare’s sonnets  
- *Le Grand Voyage* (film)  
- *O Brother, Where Art Thou?* (film)
**Southern Gothic - Honors Course**

William Faulkner once said, “The past is not dead. In fact, it’s not even past.” With the idea that the past informs not only our present but our future, this course takes a look at the desperation and disintegration of Southern traditions and aspirations. Rooted in the Modernist period, with dashes of the Gothic, Faulkner worked to create a new voice for the American South, while Flannery O’Connor exposed the failure of Southern expectations. Despite their roots in a defeated region, these writers triumphed by creating a new vision of a Southern future.

Texts:  
“The Bear,” William Faulkner  
*The Sound and the Fury*, William Faulkner  
*A Good Man is Hard to Find*, Flannery O’Connor  
Works from Carson McCullers and Tennessee Williams

**TRIMESTER THREE**

**Junior Writing Seminar - Honors Course**

The Junior Writing Seminar allows students to move from more personal writing about memories, place, and people in their lives to more traditional forms of creative non-fiction, primarily in the form of a researched magazine article on a topic of the student's choosing. Along the way, students read important models of literary non-fiction as well as work with visiting writers to refine skills in these multiple expository forms. The seminar stresses the importance of revision in the writing process. At the end of the trimester, students compile their polished essays into a portfolio that showcases their growth as writers and thinkers.

Texts:  
*A Writer’s Reader*, ed. Donald Hall  
*Writing Down the Bones*, Natalie Goldberg  
*The Little, Brown Handbook*  
*The Elements of Style*, Strunk and White

**Senior Seminar - Honors Course**

The Senior Seminar, which begins with directed class work and leads to fully independent student research and writing, reads through three progressing and transformational ideas: the I; the I and its cultural encounter; and the greater-than-I. By studying a variety of novels, plays, and poems, students have the chance to reflect on their roles as Selves in contact with Society as they head out into their college journey. By the mid-trimester, students immerse themselves in a researched study of a work of one author, leading to their final paper and a lecture or presentation. This study may become integrated with their own work in an area outside of school in the form of community service, outreach, or a journalistic endeavor.

Texts:  
*Waiting for Godot*, Samuel Beckett  
*Siddhartha*, Hermann Hesse  
*The Catcher in the Rye*, J.D. Salinger  
*The Glass Castle*, Jeannette Walls  
*On the Rez*, Ian Frazier  
*The Death of Ivan Ilyich*, Leo Tolstoy  
*Missoula*, Jon Krakauer  
*Beloved*, Toni Morrison
HUMANITIES ELECTIVES
Students may take these courses for elective credit. They do not count towards graduation requirements in any department.

AP Economics - Advanced Placement Course, Weighted Grade
Eligibility: Grade 12
Offered: Year
Limit: 36 students

Economics is the science of scarcity, the idea that society has unlimited wants and limited resources. The study of economics gives students a framework to understand how choices are made at the individual (consumer), business (producer), and global (policy) levels. Macroeconomics, the core of this course, studies the behavior of an economy as a whole. In this course, students build models to help them understand how a national economy works or why it doesn’t work. They look at the differing policy implications of each model to help them understand the role of government in an economic system. Students also extend their focus to international economics to understand how national economies affect one another in terms of exchange rates, the international balance of payments, and other economic relationships. Finally, students examine the pros and cons of globalization and free trade.

Students have the option during the second half of the year to extend their studies to Microeconomics in preparation for both the AP Macroeconomics and AP Microeconomics examination in May. **Note:** Students enrolled in this course are required to take the AP Macroeconomics exam.

Text: *Krugman’s Economics for AP*, Krugman

Speech & Debate
Eligibility: Grades 9, 10, 11, 12
Offered: Trimester 2 & 3

Interested in improving your public speaking skills? Honing your ability to craft and defend a persuasive argument? In this course students will learn the fundamentals of competitive debate and the various speech categories including extemporaneous speaking, original oratory, informative speaking, humorous interpretation, dramatic interpretation, and duo interpretation. Debate categories include Lincoln-Douglas debate (one on one debating on a pre-determined topic), Cross Examination (teams of two), Congressional Debate (teams of two debating policy topics from a new “docket” every competition) and Public Forum (opposing teams of two debating over a current event). Students who enroll in this class will be expected to compete in at least two tournaments (held on most Saturdays throughout the state) in the category of their choice. These events are overseen in Colorado by CHSAA.

**Note:** It is highly recommended that students take this course if they are interested in competitions. Although there will be a club-level speech & debate group as well, the limited time available on club meeting days (C and F block) means that students would need to spend a great deal of time on their own to get to competition-level. On the other hand, this class will provide the opportunity to learn about a variety of categories of speech & debate, and then allow the time to prepare for the competitions. Students may take both trimesters.
MATHEMATICS

Requirements: The mathematics department offers courses designed to meet the needs of each student at any stage of their evolution as a math student. We provide every student with a stimulating, challenging math experience in which they will acquire the mathematical tools needed for successful problem-solving in both routine and novel settings.

All students in the Upper School must successfully complete three years of mathematics. However, nearly all students exceed this requirement and take a mathematics course during each year of high school.

Technology is used extensively in every course, including computers, iPads, and graphing calculators (specifically the TI-Nspire CX).

Honors/AP: Several courses in the CA math program carry an honors designation. Enrollment in an honors class assumes a very solid foundation in all prerequisite courses. In an honors course, successful students are able to work efficiently without requiring a great deal of repetition or review of prerequisite knowledge and delve more deeply into the course material.

Advanced Placement (AP) courses are by definition college-level courses with college-level expectations. The pace is rapid and a solid foundation in all prerequisite courses is assumed. The material is accessible and challenging. Students enrolling in AP courses should expect a heavier homework load than for regular classes and will be expected to prepare and sit for the AP exams.

Placement in both honors and AP courses is based on student performance, and is made at the discretion of the math department.

Program: Each course in the mathematics department is designed to challenge students and build their mathematical fluency and understanding. There is no single path that all students follow; rather, in consultation with math teachers, students progress through an appropriate sequence of coursework, regardless of age or grade level.

Placement:

- 9th Grade: Almost all 9th graders take Math 1. The math department meets with students whose prior course work, fluency, and interest in mathematics may suggest placement in a different course to find the best fit.

- 10th – 12th: Math courses are generally sequential, with options for courses with increased levels of pace and depth available. Course recommendations are based on student interest, fluency with mathematical concepts, and ability to build understanding through investigation and practice. Teachers use class performance, readiness testing, and consultation with the department for consistency, to advise students of possible course options.
Math 1
(Algebra and Geometry)
9th Grade

Advanced Algebra (1*)
(Algebra and Trigonometry)
9th Grade

Math 2
(Linear and Quadratic Algebra)
10th Grade

Math 2e
(Advanced Algebra and
Trigonometry)
10th Grade

Math 3
(Non-Linear Functions and
Trigonometry)
11th Grade

Precalculus (2*)
(Adv Trigonometry, Functions,
and Analytic Geometry)
10th - 12th Grade

Calculus (2*)
(Differential and Integral
Calculus of a Single Variable)
11th - 12th Grade

Additional courses:
AP Statistics
Advanced Topics in
Mathematics

(1) Placement in Advanced Algebra is made on an individual basis and requires fluency with Algebra and Geometry.

(2) Honors Precalculus and AP Calculus AB and BC are offered as options.

Math 1
Prerequisite: N/A
Eligibility: Grade 9
Offered: Full Year

Math 1 builds on the algebraic reasoning, number sense, and spatial awareness developed in earlier math courses. Students use investigations, observations, and logic to study visual patterns and numerical relationships in figures and shapes. The course begins with fundamental geometric and algebraic definitions, and then students leverage that knowledge to study both two- and three-dimensional figures. Students take measurements of perimeter, area, volume, and surface area; and derive formulas through their acquired knowledge. Transformations allow students to explore the concepts of similarity and congruence, where proof is introduced; students gain fluency with informal, indirect, and formal methods of constructing arguments. A TI-Nspire CX calculator is required.
Advanced Algebra
Prerequisite: Algebra and Geometry
Eligibility: Grade 9 (with recommendation of the department)
Offered: Full Year

In addition to covering advanced concepts in algebra, the course fosters the use and development of proper math skills so students can continue to improve their mathematical fluency. Math topics include: functions (piecewise, quadratic, exponential, logarithmic, and rational), systems of equations, powers, inverses, radicals including work with complex numbers, polynomials, and triangle trigonometry. A TI-Nspire CX calculator is required.

Text: Larson Algebra 2, Holt McDougal (online book is available)

Math 2
Prerequisite: Math 1
Eligibility: Grade 10
Offered: Full Year

Math 2 helps students build a more complete understanding of linear and quadratic algebra. In the first half of the year, students expand on the concept of proportional reasoning to work with linear expressions, equations, and systems. Students build understanding of algebraic concepts and skills, leveraging (and expanding on) their TI-Nspire calculator skills to help model and solve linear programming problems.

The second half of the year begins with a focus on functions and then moves its focus to a study of quadratic equations, from the geometric definition of a parabola to solving equations using factoring, completing the square, and the quadratic formula. An investigation of the sets of Irrational and Complex Numbers gives students the vocabulary and understanding to solve quadratic equations. A TI-Nspire CX calculator is required.

Text: Larson Algebra 2, Holt McDougal (online book is available)

Math 2e
Prerequisite: Math 1
Eligibility: Grade 10
Offered: Full Year

Math 2e revisits some Algebra I material at a fast pace in combination with other ideas and as extensions. Math topics include: functions (linear, quadratic, exponential, and logarithmic), systems of equations, powers, inverses, radicals, and polynomials. Trigonometry is integrated throughout the course, including a study of the unit circle, as well as the laws of sines and cosines. Students also grow their abstract thinking skills as they learn about imaginary and complex numbers. A TI-Nspire calculator is required.

Text: Larson Algebra 2, Holt McDougal (online book is available)
Math 3: Non-linear Functions and Trigonometry
Prerequisite: Math 2
Eligibility: Grade 11
Offered: Full Year

Math 3 is a continuation of the content of Math 2. Topics include: functions (exponential and logarithmic), powers, inverses, radicals, and polynomials. Trigonometry is integrated throughout the course, including a study of the unit circle. A TI-Nspire calculator is required.

Text: Larson Algebra 2, Holt McDougal (online book is available)

Precalculus
Prerequisite: Advanced Algebra, Math 2e, or Math 3
Eligibility: Grades 10, 11, 12
Offered: Full Year
Note: Honors option with departmental permission

In Precalculus, students explore concepts that help them prepare for both calculus and statistics. The course begins with a thorough analysis of relations and functions, both algebraically and graphically. Functions of emphasis include linear, quadratic, polynomial, exponential, and logarithmic. A major component of this course is the study of trigonometry, including its real-world applications, and graphs of trigonometric functions. Statistics topics include one-variable data analysis and probability. A TI-Nspire calculator is required.

Text: Larson, Precalculus with limits (3rd edition) (online book is available)

Calculus
Prerequisite: Precalculus
Eligibility: Grades 11, 12
Offered: Full Year

The course includes the topics of a traditional calculus curriculum, including limits, derivatives, continuity, antiderivatives, and the definite integral, without the depth or pace of the AP curriculum. The class begins with a thorough review of slope as a rate of change with significant emphasis on real-world analyses and applications in order to define and develop the concept of the derivative. The course proceeds to cover the second fundamental concept, the integral, and its relationship with the derivative. Students apply their calculus skills to problems in business; economics; and the life, physical, and social sciences. A TI-Nspire calculator is required for this course.

Text: Larson Edwards, Calculus (9th edition) (online book is available)
**AP Statistics - Advanced Placement Course, Weighted Grade**

Prerequisite: Math 3 or Precalculus  
Eligibility: Grades 11, 12  
Offered: Full Year  

This course is a rigorous, year-long investigation into the four broad areas of statistics:
1. Exploring Data: Describing patterns and departures from patterns  
2. Sampling and Experimentation: Planning and conducting a study  
3. Anticipating Patterns: Exploring random phenomena using probability and simulation  
4. Statistical Inference: Estimating population parameters and testing hypotheses

In this course students solve problems and communicate quantitative results using clear, succinct writing. Students learn from investigations, simulations, and lectures. Students who successfully complete the course are well-prepared for the AP Statistics Exam. A TI-Nspire calculator is required for this course.


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**AP Calculus AB - Advanced Placement Course, Weighted Grade**

Prerequisite: Precalculus and permission of the department  
Eligibility: Grades 11, 12  
Offered: Full Year  
Note: Students enrolled in this course are required to take the AP exam.

This college-level course closely follows the syllabus of the College Entrance Examination Board for Advanced Placement AB Calculus and is primarily concerned with developing the student’s understanding of calculus and providing experiences with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally.

The major topics covered in the course include: functions, graphs, limits, and continuity; derivatives and their application; and integrals and their application. The TI-Nspire graphing calculator is used extensively throughout the course to analyze and graph functions, their derivatives, and their integrals; as well as to compute numerical values for a range of functions and their approximations. Student work is evaluated primarily through tests, which are designed to prepare students for the Advanced Placement Examination in May. Homework, which is extensive and regularly assigned, is thoroughly discussed during class, as are strategies for problem-solving and modeling data.

AP Calculus BC - Advanced Placement Course, Weighted Grade
Prerequisite: AB Calculus or Honors Pre-Calculus *and* permission of the department
Eligibility: Grades 11, 12
Offered: Full Year
Note: Students enrolled in this course are required to take the AP exam

This course closely follows the syllabus of the College Entrance Examination Board for Advanced Placement Calculus BC and emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally.

The major topics of this course include: the rigorous definition of limits and derivatives; the derivatives of parametric, polar, and vector functions; differential equations and their applications; techniques and applications of antidifferentiation; and polynomial approximations and series. The TI-Nspire CX is used extensively throughout the course to analyze and graph series, functions, derivatives, and integrals; as well as to compute numerical values for series and their approximations. Primary means of assessment include quizzes, tests, and projects, and tests are designed to prepare students for the Advanced Placement Examination in May. Homework, which is extensive and regularly assigned, is a major focus of in-class discussion.

Text: *Calculus: Early Transcendental Functions*, Larson

Advanced Topics in Mathematics – Weighted Grade
Prerequisite: Permission of the department
Eligibility: Grades 11, 12
Offered: Full Year

This college-level class offers students exposure to topics that apply or extend their knowledge. Topics will vary from year to year as well as within a year, allowing a student to take this course multiple times.

Students will use a TI graphing calculator (particularly the TI-Nspire) and computer programs to enhance their understanding of the course. Primary means of assessment include quizzes, tests, and projects.
SCIENCE

Requirement: Three years of Science including Biology, Chemistry or Conceptual Chemistry, and an elective.

REQUIRED SCIENCE COURSES

Biology
Prerequisite: None
Offered: Full Year

In this course, students get an overview of pertinent aspects of biology, including ecology, evolution, biochemistry, genetics, and molecular biology. Students explore the interactions between living things and the environment, the flow of energy and cycling of matter in ecosystems, patterns of inheritance, neurotransmission, reproduction, and current topics. The course is investigative in nature. Students are continually challenged to make hypotheses, test them, and make logical inferences based on data.

Text: Life on Earth (iBook)

Chemistry / Conceptual Chemistry
All students take either Chemistry or Conceptual Chemistry after taking Biology, based on science teacher recommendation. Only one of these courses may be taken for credit.

Chemistry
Prerequisite: Biology, Advanced Algebra or Math 1 and Teacher approval
Offered: Full Year

The Chemistry course begins with an overview of atomic structure, the periodic table, naming compounds, writing and balancing chemical equations, and identifying types of reactions. Quantitative aspects of chemistry then appear, with students learning about uncertainty in measurement, chemical formulas, stoichiometry, solubility, gas laws, and titrations. The year ends with discussions of energy, heat and temperature, phase changes, energy of reactions, and reaction rates. Methods of inquiry and scientific modeling are emphasized throughout, with a gradually increasing importance given to mathematical analysis of experiments and problems.

Text: Chemistry: Matter and Change, Buthelezi (iBook)

Conceptual Chemistry
Prerequisites: Biology
Offered: Full Year

In the first trimester, students acquire a solid foundation of chemical knowledge, learning the “language” of chemistry. Topics covered include elements and atoms, molecules, compounds, the periodic table, chemical bonding, chemical reactions, and writing and balancing chemical equations. During the second and third trimesters, this knowledge is put to use. Possible topics of study, with a heavy emphasis on working in the laboratory, include redox reactions and electrochemistry, thermochemistry and calorimetry (including the kinetic molecular theory), nuclear chemistry, organic chemistry, acid-base chemistry, and fuel cells.

Text: Chemistry: Matter and Change, Buthelezi (iBook)
SCIENCE ELECTIVES

Advanced Biology - Honors Course, Weighted Grade
Prerequisite: Chemistry; department approval required.
Eligibility: Grades 11, 12
Offered: Full Year

This course covers topics at the introductory college level with an emphasis on scientific method and the techniques required pertaining to the study of living things. The students create their own lab investigations, present their results, and defend their conclusions. Students explore microbiology, genetics, evolution, cell physiology, and organisms and population. Students leave this course with a deep understanding of the biological world and the best and most advanced methods with which to investigate their surroundings. The students also learn to use and apply the latest technology in the study of Biology to their own research. Students intending to take the AP Biology Exam are strongly advised to take General Physiology in 11th grade and Advanced Biology in 12th grade.

Text: Biotechnology: A Laboratory Skills Course, Brown

AP Chemistry - Advanced Placement Course, Weighted Grade
Prerequisite: Chemistry (Conceptual Chemistry does not qualify), Physics, Pre-Calculus
Eligibility: Grade 12
Offered: Full Year
Note: Students enrolled in this course are NOT required to take the AP exam, although they are encouraged to do so. Students who choose not to take the exam will either complete a final exam or a final project.

A chemistry course at the level of first-year college chemistry for science majors, this rigorous course builds upon the required year of Chemistry with more mathematical applications of concepts already learned, as well as additional topics in acid-base equilibrium, phase diagrams, rate kinetics, thermodynamics, quantum mechanics, and electrochemistry. During the year, students are introduced to nuclear chemistry and organic chemistry. Woven within these topics are challenging lab exercises that become open to student design as the year progresses.

Text: Chemistry, 11th edition update, Chang

Environmental Chemistry - Honors Course
Prerequisite: Biology and Chemistry or Conceptual Chemistry
Eligibility: Grades 11, 12
Offered: Full Year

In this field- and model-based course, students frequently leave campus to explore how the environment exhibits all of the things they have learned in their Biology and Chemistry courses so far. The course focuses on how Chemistry is used to gauge the health of environments and how one can predict the course of different variables and how they might impact an ecosystem. There are several field trips during the course to supplement the inquiry-based activities in the classroom. This is a great option for anyone interested in another year of Chemistry.
Physics (Honors)/AP Physics 1 (AP)
These are first-year physics courses. Only one of these courses may be taken for credit.

Physics - Honors Course
Prerequisite: Chemistry, Advanced Algebra or Math 2, Teacher Approval
Eligibility: Grades 11, 12
Offered: Full Year

An introduction to classical physics, this course emphasizes logical thinking and conceptual development. Through discussion, student-centered laboratory inquiry, and problem solving, students develop an analytical inquisitive approach to understanding the natural world around them. Topics explored include motion, forces, energy, waves and sound, electricity, magnetism, and light.

Text: Physics, Holt McDougal, 2012

AP Physics 1 - Advanced Placement Course, Weighted Grade
Prerequisite: Chemistry and Advanced Algebra or Math 2, Teacher approval
Co-requisite: Pre-Calculus or above
Eligibility: Grades 11, 12
Offered: Full Year
Note: Students enrolled in this course are NOT required to take the AP exam, although they are encouraged to do so. Students who choose not to take the exam will take a final exam.

AP Physics 1 is a rigorous algebra-based introductory course designed to provide the accelerated math and science student with a solid foundation in the subject. Equivalent to the first semester of a college course designed for non-technical majors, AP Physics 1 strives to develop the conceptual understanding and problem-solving skills necessary to ask and to solve physical questions both qualitatively and quantitatively through reasoning and experimental investigation. Topics include classical Newtonian mechanics, mechanical waves and sound theory, electricity, and an introduction to optics. Student-centered labs are conducted throughout the course to enhance learning and promote scientific curiosity and reasoned skepticism.

Students interested in enrolling in AP Physics 1 are required to complete a placement test evaluating mathematical and problem-solving skills.

Text: College Physics, 8th ed., Serway and Vuille
**AP Physics C - Advanced Placement Course, Weighted Grade**

Prerequisite: AP Physics 1, Pre-calculus, Teacher approval

Co-requisite: AP Calculus AB, BC, or above

Eligibility: Grade 12

Offered: Full Year

Note: Students enrolled in this course are required to take both the AP Physics C Mechanics and Electricity and Magnetism exams.

AP Physics C is a calculus-based, second-year physics course covering classical mechanics, electricity, and magnetism. The curriculum is designed to deepen the student's understanding of introductory concepts in these topics while fostering the development of advanced problem-solving techniques. Students must be willing to undertake a university-level workload and contribute actively in a cooperative learning environment. Student-centered labs are conducted throughout the course to enhance learning and promote scientific curiosity and reasoned skepticism.

Text: *Fundamentals in Physics, 9th ed.*, Halliday, Resnick, Walker

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**Physiology - Honors Course**

Prerequisite: Chemistry

Eligibility: Grades 11, 12

Offered: Full Year

The need to survive can force the body to go into overdrive: using stories about extreme conditions and survival, students explore a variety of body systems. The course ranges from the cardiovascular system to the brain and muscle systems. Using a host of laboratory activities, this course explores the inner workings of the human body.

Text: *Surviving the Extremes*, Kamler

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**The Science of Climate Change - Honors Course**

Prerequisite: Biology and Chemistry (or Chemistry co-requisite)

Eligibility: Grades 10, 11, 12

Offered: 3rd trimester

This lab-based course is designed as an introduction for students to understand the impacts of climate change. Climate change is the defining issue of our time and we are at a defining moment. From shifting weather patterns that threaten food production to rising sea levels that increase the risk of catastrophic flooding, the impacts of climate change are global in scope and unprecedented in scale. We will investigate what role we as humans play and what can be done to mitigate it. Prerequisites are Biology and any level Chemistry.

Topics to cover:

- Environmental capacity
- Biogeochemical cycles
- Ocean acidification
- Our carbon footprint
- What is climate, and how does it differ from weather
- Human Impacts on the environment, short and long term

Text: *Texts and lab manuals provided by the teacher*
**Sustainable Energy**

Prerequisite: Biology and Chemistry (or Chemistry co-requisite)

Eligibility: Grades 10, 11, 12

Offered: Trimester 1

In this lab based course, we will investigate the origins of our energy resources and how these resources are developed, conserved, and used. With an understanding of these energy concepts and the underlying science, how can we creatively and efficiently meet our own energy needs today and well into the future? Can you design and build a comfortable solar shower? Can you design and build a model home with a minimal carbon footprint and minimal utility bills? Not only will we fabricate these, we will explore fossil fuels, solar, wind, and other alternative energy sources and the positive and negative aspects of each of them. This course will give a better understanding of how alternative energy resources can become a bigger piece of our energy puzzle and how you can directly impact your own environment and your own future wellbeing.

**Tiny Earth- Honors Course**

Prerequisite: Biology and Chemistry or Conceptual Chemistry, instructor invitation and application

Eligibility: 12

Offered: Trimester 2 with the opportunity to complete independent research in Trimester 3

CA has been given the opportunity to be part of the Tiny Earth Initiative, a group dedicated to discovering antibiotics created by soil bacteria. The program, designed by professors at Yale and the University of Wisconsin, offers an unusual opportunity for collaborative research. Colorado Academy is one of the few high schools involved; most of the other participants are colleges and universities.

The course involves students designing their own research project that might potentially uncover a unique antibiotic produced by a soil bacterium. The beginning of the project involves learning the protocols to be used to create the research: primarily, to learn the basics of working with bacteria in a sterile environment and the extraction process for retrieving an antibiotic.

The end product is a poster presentation and a journal article. If all goes well, students would be asked to present at the annual Microbiology Conference. As a bonus, students get a lab coat, some fancy goggles, and exposure to bacteria!

Students in Advanced Bio may use this course as a project for trimester three of that class (see description on page 35).
SOCIAL STUDIES

**Requirement:** Three years of Social Studies including Global Perspectives, U.S. History, and three trimesters of electives.

**Global Perspectives**
Eligibility: Grade 9
Offered: Full year

Global Perspectives is a world history course that purposefully draws connections between the past and the present. In other words, the study of the past provides students with the necessary context for understanding the wider world and their place in it. Each trimester has a broad theme that reflects enduring, universal issues: globalization, human rights, and the environment.

Students engage with a variety of primary and secondary sources aimed to reveal the unity and interdependence of society, help develop a sense of self and appreciation for cultural diversity, attain an understanding of social justice and human rights, as well as cultivate ways to promote peace and actions for a sustainable future in different times and places.

**United States History**
Eligibility: Grade 10
Offered: Full Year

This course is an introduction to the interdisciplinary considerations of American culture. Students draw from a wide range of primary and secondary sources that emphasize thematic depth over breadth. Topical in nature, this course examines issues ranging from Native Americans’ relations to the land and European conquests of America, to the development of American civic life and political culture and the ongoing African-American struggle for freedom and equality. Students also study immigration as a (threatened) constant in national life and labor, the distinctions between mass culture and popular culture, the promise of American life, the pervasive sense of American exceptionalism that permeates our culture, and our unquestioned faith in the value of popular government. Students examine these themes through literature, historical writing, music, art, film, poetry, architecture, and political economy in the United States. This course places special emphasis on persuasive, analytical writing. Accordingly, each student composes at least one library-based paper over the course of the year.
**JUNIOR/SENIOR SOCIAL STUDIES ELECTIVES:**

**Requirement:** 3 trimesters of electives to be completed during junior and senior year

PLEASE NOTE: Due to scheduling restrictions, students will be required to select a first, second, and third choice when registering for elective courses. Every effort will be made to schedule students in their first choice; however, students are expected to accept their second or third choice when scheduling conflicts necessitate.

**FULL-YEAR ELECTIVES**

**AP European History - Advanced Placement Course, Weighted Grade**
Prerequisite: Department approval and permission of instructor
Eligibility: Grades 11, 12
Offered: Full Year

This course is designed as a survey of European history from 1425 until the dawn of the 21st century. Although a survey, each of the units introduces students to in-depth analysis of the major interpretive themes of European history which encompass the major categories of historical analysis: political, social and economic, and cultural and intellectual. The course emphasizes the mastery of content and the chronological sequences that organize it. In addition, however, students are encouraged to think critically and interpretively, to address questions of causality, to comprehend multiple interpretive perspectives, to engage in comparative analysis, to think “historically,” to write persuasively and with reference to evidence, and to analyze primary source documents in ways that create synthetic narratives (as historians do).

The course covers the main themes of European historical development and emphasizes the major interpretive problems associated with those themes. Each unit presents those problems and engages students in the critical-thinking skills necessary to come to provisional solutions to them (which are evaluated according to the standards of the profession and the modes of expression appropriate to them). This is a full-year course divided into three trimesters consisting of approximately 9 chapters of material each trimester. Each unit or chapter asks students to encounter major historiographical issues, factual content, primary source documents, and thematic essays. All of these correspond to the format of the Advanced Placement European History exam and the four curricular requirements.
AP Human Geography – Advanced Placement Course, Weighted Grade

Prerequisite: Global Perspectives and U.S. History
Eligibility: Grades 11, 12
Offered: Full Year

This course is a human (cultural) geography course presented thematically rather than regionally. The approach is spatial and problem oriented with case studies drawn from all world regions. It is a highly accessible Advanced Placement course; while rigorous at a college level, it is one in which virtually all CA juniors and seniors could meet the challenges of the curriculum. The seven broad areas of study are Geography: Its nature and Perspectives; Population and Migration; Cultural Patterns and Processes; Political Organization of Space; Agriculture, Food Production and Rural Land Use; Industrialization and Economic Development; and Cities and Urban Land Use.

Examples of specific topics include: impact of technological innovation on transportation and communication, industrialization, and certain other aspects of human life; struggles over political power and control of territory; problems of economic development and cultural change; consequences of population growth, changing fertility rates, and international migration; conflicts over demands of ethnic minorities, the role of women in society, and inequalities between developed and developing economies; the role of climate change and environmental abuses in shaping human landscapes on Earth; and explanations of why location matters to agricultural land use, industrial development, and urban problems.

Students who want to be more geoliterate, more knowledgeable and engaged in contemporary global issues and more multicultural in perspective should consider this course. Students should be able to read at a college level, compose well-constructed essays, analyze various forms of geospatial data, and be actively involved in every class.

Text:  
*Landscapes of Human Activities*, Bjelland, et al.

**TRIMESTER ELECTIVES**

Prerequisite: U.S. History
Eligibility: Grades 11, 12
Offered: Trimesters 1, 2, 3

PLEASE NOTE: Due to scheduling restrictions, students will be required to select a first, second, and third choice when registering for elective courses. Every effort will be made to schedule students in their first choice; however, students are expected to accept their second or third choice when scheduling conflicts necessitate.

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American Prohibition: War on Alcohol, Drugs, and Crime – Honors Course
This course will examine the causes and consequences of the various wars on crime and illegal drugs that federal and state governments declared throughout the twentieth century, from the prohibition of alcohol and the “reefer madness” scare of the 1920s/1930s through the contemporary era of mass incarceration through what critics label the American prison-industrial complex. The United States currently imprisons a higher percentage of its population than any other nation in the world. About 500,000 people are currently in U.S. jails and prisons for nonviolent drug offenses, and two-thirds of this incarcerated population is African American or Latino. We will explore the long struggle over whether to classify illegal drug use as a public health or law enforcement issue, including the FBI’s early war on marijuana and heroin users, the drug legalization movement that gained steam in the 1960s and 1970s, and the “Just Say No” formula of the Reagan administration. Readings will cover topics such as the national panic over juvenile delinquency by urban and suburban youth in the 1940s and 1950s, the politics of “law and order” in the 1960s and 1970s, and the ways in which the “war on drugs” and the mass media have shaped episodes such as the crack cocaine epidemic and anti-gang policing crackdown that escalated in the 1980s. The class also will address other features of drugs and crime in American law, politics, and popular culture such as the anxieties about child kidnappers and sex molesters that led to the “Three Strikes” policy in California and other states. Finally, we will also analyze the shift away from rehabilitative notions of delinquency, toward charging teenage law-breakers as adult criminals and the pervasive racial inequalities in policing and the criminal justice system.

In the Mood: The Cultural History of Jazz - Honors Course
This course is anchored by the premise that no truly American art form is more integrally linked to this country’s history in the 20th century than jazz. The beauty of jazz music is that like any genuine artistic movement, it defies classification while transcending well-established social, economic, and even political barriers. As the history of this music and its global impact would be impossible to compress into one trimester, the emphasis in this course is akin to a sort of primer, designed expressly to pose some of the relevant questions surrounding this wonderfully rich tradition. Living in a major metropolitan area affords students the opportunity to get off campus and experience the music rather than simply reading about it and listening to recordings.

Gender Studies - Honors Course
This class explores how forces within society—e.g., family, media, school, science—help to create, regulate, and reinforce gender. Through a combination of reading, writing, film-viewing, discussion, and independent research, students investigate how gender overlaps and interacts with other aspects of identity—such as race, class, ethnicity, sexuality, religion, political affiliation—all the while calling these categories into question. Though focused primarily on the United States, this class also explores the way people across the globe “do gender,” ultimately leading students to a more nuanced understanding of the impact this aspect of identity has upon the society in which we participate and in our own day-to-day lives.

Text: Gender Through the Prism of Difference, eds., Zinn, Hondagneu-Sotelo, Messner, and Denissen
Modern China – Honors Course
This class traces the development of China from the late dynastic period to the present day. In just over one hundred years, China has shifted from empire to republic to communist state to state-controlled capitalism - while also becoming the second largest economy in the world. How and why has China gone through such massive transformation in the modern era and in what ways do these changes inform geopolitics today? We will begin the class by examining Chinese national identity through the lens of important cultural and historical practices, before taking on the nation’s evolution through the phases mentioned above. Careful attention will be paid to the various applications of nationalist doctrine under imperialist, republican, and communist regimes. The final weeks of the class examine contemporary challenges faced by China: the One China initiative, trade wars with Western countries, civil rights movements, population concerns, income inequality, and political corruption.

Punishment, Politics and Culture - Honors Course
This seminar examines the nature and limits of punishment as well as its place in the “American story.” Students examine this concept through sociological, legal, historical, and political lenses, while focusing their sights on three critical questions:

1. What is punishment and why do we punish as we do?
2. What can we learn about politics, law, and culture in the United States from an examination of our practices of punishment?
3. What are the appropriate limits of punishment?

Punishment involves the imposition of pain in a calculated and deliberate manner. To acknowledge this fact places the subject of punishment in relation to significant political and ethical issues, e.g., how do we deploy political and legal power in defining the limits of freedom? What justifies legal restrictions on our punishment? Is punishment necessary for redemption? What are the responsibilities of those who punish in relation to those subject to punishment?

The War on Terror - Honors Course
This course examines the terrorism in the late 20th century and the events that lead to the 9/11 attacks. Students will learn about the ideology and belief system of jihadist radicals, including al Qaeda and ISIS. Students will also examine the response to 9/11 by the Bush Administration, including the decision to send American troops to Afghanistan and Iraq. Students will study the foreign and military policy of the Obama administration as they struggled to contain and suppress the spread of radical Islamic terrorism. Students will learn about the experience of American soldiers as they have served in Iraq and Afghanistan.

Texts:

*The Forever War*, Dexter Filkin
*The Looming Tower*, Lawrence Wright
*War*, Sebastian Junger
**WWI - Honors Course**

By the early years of the 20th century, the complex system of alliances between the major powers of Europe that had, with notable exceptions, provided for relative stability was beginning to show alarming signs of strain. For many heads of state, these signs—growing ethnic tensions in the Balkans, instability in Russia, saber-rattling in Berlin to name a few—required the drawing up of plans for what increasingly seemed like the inevitability of war. Students in this course attempt to dissect this *War to End All Wars*, the multi-dimensional causes, the expansive territory involved, the principal decision makers, and the lasting effects of this first truly modern war. Though a mere blip on the screen of Europe’s lengthy history of war-making, few other four-year periods in the 20th century have said more about what western civilization had become.

**TRIMESTER TWO**

**The Aztecs and Their Legacy - Honors Course**

The legacy of the Aztecs echoes in contemporary urban and cultural traditions today. An empire as vast and complicated as Rome, the Aztec capital, *Tenochtitlan* (now Mexico City) amazed the Spaniards upon arrival in 1519, some thinking they had walked into heaven. Students explore the art, history and culture of the Aztecs, and their rise and fall as documented from the Spanish and indigenous perspective. The cast of historical characters includes the Emperor Montezuma, *La Malinche*, Hernan Cortes, Cuatemoc, and the legendary Quetzalcoatl.

Texts:  
*The Aztecs*, Townsend  
*Malinche*, Esquivel

**Johnny Be Good: The Cultural History of Rock n’ Roll – Honors Course**

Much in the same way that the American experience would never be the same in the aftermath of the World War II, neither would its musical ear. The 1950s would usher in an entirely new genre of music that would quickly supplant the popularity so long enjoyed by the country’s jazz musicians. And yet for all its readily apparent differences in instrumentation and theory, a good many of the “ingredients” that went into making jazz a truly American creation can be found in rock music’s past. If it is true that the music of a people provides some sort of lens through which to gaze into a collective soul, what social, economic, and political stories might we find in a close examination of this musical form? Let’s find out!

**Oil – Honors Course**

Black gold, petroleum, Devil’s tar, fossil oil, Pennsylvania crude...these are but a few of the nicknames given to oil. This class takes on the history of the resource in the modern era, from the first successful drilling and discovery in the nineteenth century to the present day. We will look at the many uses of oil, its locations around the globe, the emergence of major oil companies, the increasing tensions between oil-consuming and oil-producing countries, influence on the environment and finally potential changes to oil production and usage resulting from new technologies and alternative energy sources. This is very much a global study of oil, tracing its impact on the world economy, geopolitics, social interactions, and environmental policy.
Politics in the Age of Obama and Trump - Honors Course
Few predicted Donald Trump’s electoral victory in 2016. In the wake of his election, the stock market rallied, women across the country lodged public protests, the #MeToo movement surged, and racial violence shook America’s moral conscience. Rules have been jettisoned. Customs and mores have shifted. Caught in a state of political and cultural transition, America is grappling with unique challenges that correlate with the 2016 election. To put these changes in proper context, this course begins with the 2008 election and examines the Obama administration. Was the 2008 election a repudiation of the Bush administration? Did American politics shift back to the left? Why did Donald Trump emerge victorious in 2016? To what extent can we attribute ensuing cultural shakeups to the election? This course attempts to answer these questions by examining key flashpoints from 2017, the forces of societal change, and the impact that both common and famous had on the country’s changing identity.

The Supreme Court: History, Conflict, and Law - Honors Course
The Supreme Court typically has the final word on the meaning of the Constitution. Using the Constitution and the Federalist Papers as their guide, the justices navigate their way through complex questions of law. Students start by examining the idea of a constitution. What is it? How should it be interpreted? What application does a constitution have during a war on terror? This course introduces students to the intricacies of the United States judiciary. Students explore the limits of free speech rights, search and seizure, criminals’ rights, equal protection, and due process of law. Finally, the course concludes with a mock supreme court, debating the constitutionality of a current issue facing the Supreme Court.

Vietnam - Honors Course
This course explores the historical background, impact, and legacy of a defining war in American history, the conflict in Vietnam. It examines why the United States became involved in Southeast Asia, the way it sought to achieve its objectives, and the impact it had on Vietnam and the Vietnamese. The course also devotes attention to the effects of the war on America’s domestic politics, society, and culture. Students work on multimedia research projects and examine video clips of media reporting on the Vietnam conflict. This course encourages critical thinking in historical analysis and instructs students how to utilize technology in research projects. Students are exposed to primary source materials that document the escalation of the conflict, including recently declassified audio recordings of President Johnson developing U.S. policy. A series of films are shown to the students in the evenings as part of the class's discussion of the impact of the war on the American mind.

Texts:  
Vietnam: An Epic Tragedy, 1945-1975, Max Hastings  
The Vietnam War (documentary), Ken Burns and Lynn Novick
World War II - Honors Course
As the last in a potential sequence on the contemporary history of Europe, we attempt to unravel the causes and consequences of the last of the truly international political and military conflicts instigated by Europeans. Clearly the Great War was not the War to End All Wars; in fact, it may have merely been the first phase of what is more appropriately called the 40 Years War. The ink used to formalize the results of the contentious deliberations at Versailles was barely dry before the boom of the 1920s gave way to the despair and destitution that accompanied historic, world-wide economic collapse. Exactly how those holding the reins of political power in Europe responded to this colossal downturn went a long way to determining the course of events in the 1930s, perhaps chief among them the rise of National Socialism in Germany and Hitler’s eventual invasion of Poland. Unfortunately, the hard-won victory of the Allied Forces over their Axis foes produced an entirely new Cold War, pitting former allies, the United States and the Soviet Union, against each other, while indirectly embroiling all of Europe’s traditional powers.

TRIMESTER THREE

The Cuban Reality: Past, Present, and Future - Honors Course
Cuba is on the verge of profound change as U.S.-Cuban ties are being revived after more than 50 years of isolation from the U.S. From the Cuban government’s perspective, the Castro revolution liberated the people from western imperialism. Conversely, the United States viewed Cuba through the lens of the Cold War when they formed an alliance with the former Soviet Union. We will analyze the complexities of Cuban culture, history, internal politics, and foreign policy. Using both past and current events to understand the richness of this fascinating island, we will delve into both primary and secondary readings that enrich our understanding of this island nation. The course will culminate with an optional interim trip to Cuba to experience first-hand the country, its history, the language, and the people.

Cash Rules Everything Around Me: The Cultural History of Hip Hop - Honors Course
On the short list of cultural constants in the modern American experience is the veritable font of musical creativity to be traced to this country’s African-American communities. No less fascinating is the degree to which that seemingly limitless innovative energy is first imitated by Whites, co-opted by the corporate sector, and ultimately globalized by forces well beyond the inventive impulses from whence it came. How far we’ve come as a people from “Taking the “A” Train” to get to Sugar Hill in Harlem, to “Rapper’s Delight” by the Sugar Hill Gang. Ah, but the creativity doesn’t begin and end with the music. Like the hep cats of jazz and the rock stars before them, members of the hip hop community continue to leave their mark on how we speak, dress, and even participate in the political processes that come with global citizenship.

“We Will Bury You”: A History of the Cold War - Honors Course
In the final third of a trilogy of courses on global conflict in the 20th century, we turn our attention to the on again, off again relations between the sovereign states of Russia/USSR and the United States of America and their respective evolutions into the de facto heads of an almost Orwellian global polarity. To quote former Sec. of Defense, Robert McNamara, in the aftermath of the Cuban Missile Crisis, “There was nothing cold about it, this was a hot war.” Though a bit daunting for a trimester course, we will attempt to unravel the various events that inform this troublesome span of nearly all the decades of the previous century. We’ll close by considering the legacy of this period and how it may continue to offer lessons for current circumstances.
The History of Persuasion - Honors Course
American culture is steeped in the tradition of convincing others to do something. Whether in politics, religion, or business, the United States is a nation with a long history of selling, buying, and persuading. In this course we focus especially on the art of selling goods, and we spend most of our time in the 20th century. Drawing from the literature of Flannery O'Connor, John Steinbeck, Arthur Miller, David Mamet, August Wilson, and Suzan-Lori Parks, along with numerous non-fiction readings and primary documents, this interdisciplinary, co-taught course examines the notion of what it means to be a salesman and what it means to be sold something (either something tangible or something more elusively metaphorical). The psychological underpinnings of persuasion are also considered through sales manuals and sociology texts. Films such as *Salesman*, *Tin Men*, *Baby Boom*, *Fences*, *Joy*, and *Glengarry Glen Ross* also provide important context.

Landmarks of World Architecture – Honors Course
This class will examine major works of world architecture from historical, cultural, religious, and engineering standpoints. Landmarks will be studied with regards to their composition and structure, but also in terms of the historical contexts in which they were built. Questions about leadership, funding, belief systems, state development, labor, and access will be considered. We will also look at the buildings in the modern day, analyzing how and why form and function have changed or stayed the same. Possible case studies will include the Taj Mahal in India, the Alhambra in Spain, the Hagia Sophia in Turkey, the Forbidden City in China, the pyramids of Egypt and the Golden Gate Bridge in the US.

Politics in the Age of Obama and Trump - Honors Course
Few predicted Donald Trump’s electoral victory in 2016. In the wake of his election, the stock market rallied, women across country lodged public protests, the #MeToo movement surged, and racial violence shook America’s moral conscience. Rules have been jettisoned. Customs and mores have shifted. Caught in a state of political and cultural transition, America is grappling with unique challenges that correlate with the 2016 election. To put these changes in proper context, this course begins with the 2008 election and examines the Obama administration. Was the 2008 election a repudiation of the Bush administration? Did American politics shift back to the left? Why did Donald Trump emerge victorious in 2016? To what extent can we attribute ensuing cultural shakeups to the election? This course attempts to answer these questions by examining key flashpoints from 2017, the forces of societal change, and the impact that both common and famous had on the country’s changing identity.
**VISUAL AND PERFORMING ARTS**

**Requirement:** Six trimesters of Art total, with at least one trimester each year (even if the student has already completed six trimesters). It is recommended that students fulfill four art credits during their freshman and sophomore years.

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*Prerequisite
+Specialty Group, not for Art Credit
CHOIR

**Concert Choir (Soprano Alto Tenor Bass)**
Prerequisite: None
Eligibility: Grades 9, 10, 11, 12
Offered: Trimesters 1, 2, & 3

Chamber Choir is a non-auditioned, mixed (SATB) choir that sings a wide range of challenging repertoire. Student ensembles will receive valuable training in musical literacy and theory; understanding, performing, and appreciating various genres and cultures of vocal music; and developing vocal production and technique. Performing for an audience is the primary focus as performances provide an experience that cannot be reproduced in the classroom and serve as the means by which the skills learned in class are evaluated. All performances are required in order to receive credit for this course.

**Chanteurs (Soprano Alto Tenor Bass)**
Prerequisite: Audition
Eligibility: Grades 9, 10, 11, 12
Offered: Full Year
Note: Specialty group, not for art credit. Meets outside of regular schedule.

Chamber Choir is an audition-based, sixteen-twenty voice mixed (SATB) choir for advanced students who demonstrate superior musicianship and place a high dedication to choral singing in their lives. The ensemble sings a wide range of challenging repertoire with a specific emphasis on also singing a cappella and jazz. All members will strengthen existing sight-reading skills and proper vocal technique and are strongly encouraged to participate in the CHSAA and CO All-State audition process.

**CA Ambassadors**
Prerequisite: Audition
Eligibility: Grades 10, 11, 12
Offered: Trimesters 1, 2, & 3
Note: Specialty group, not for art credit. Meets outside of regular schedule.

CA Ambassadors is an audition-based performance ensemble featuring voices accompanied by a rhythm section. The group’s focus will be studying and performing rock and popular repertoire in a show choir setting. Instrumentalists will be expected to read chord charts and standard music notation. This group will be featured at events both on campus and in the community. Student attendance is required at all rehearsals and performances. **Students must be enrolled in choir, rock/pop band, or jazz band for at least 1 trimester during the current school year.**
DANCE
Note: Dance classes fulfill an art credit. A student may take any dance class in the curriculum for athletic credit for one trimester per year. Dance cannot count for both types of credit during the same trimester.

Dance Techniques and Practices
Prerequisite: None
Eligibility: Grades 9-12
Offered: Trimesters 1, 2, 3

Dance Techniques and Practices offers foundational training in terminology, technique, and studio practices of a variety of styles. Through dance, the student will have the opportunity to develop artistic habits and gain physical flexibility, strength, balance, and coordination. The student will be encouraged to foster their own creative process and expression of self through choreographic prompts. All classes will have an opportunity to perform if they would like to do so.

Trimester 1: Emphasis in Contemporary Styles – This class will work predominantly with expressive movement utilizing a fusion of several dance genres including ballet, lyrical jazz, modern, and hip hop.

Trimester 2: Emphasis in Tap – This class explores tap techniques as they relate to all styles of music, including pop, rock, rap, musical theater, big band, and jazz. Students will work on rhythm, musicality, and articulation of sound in feet, while building speed of movement.

Trimester 3: Emphasis in Musical Theatre and Tap Dance – This class explores all styles of dance utilized in Broadway shows. Focus is on physical style, storytelling, and techniques as related to different time periods, locations, and characters.

Vertical Dance / Site Specific Dance Study
Prerequisite: Unafraid of heights
Eligibility: Grades 9-12
Offered: Trimester 3

This class will explore the adventurous and stunning nature of site specific and vertical dance. We will begin on the ground with basic movement concepts and practices, and gradually move ourselves to practicing vertically. In addition to vertical, we will explore site-specific dance – dancing in unexpected locations that lend new interpretation and possibility to choreography. Our vertical dancing will be done through the use of climbing gear including top rope, harness, and grigri. When ready, we will try our hand at outdoor locations such as suspended on a building wall, tree, or rock-side.
**Advanced Dance Company**
Prerequisite: Application/Interview and Approval of Instructor  
Eligibility: Grades 9-12  
Offered: Trimesters 1, 2

This is an Intermediate/Advanced performing ensemble. Only students who have gone through the application process and have been approved will be able to enroll for the Company. In this group, we will practice and explore multiple styles of dance and choreography to create pieces of repertoire to be performed throughout the school year. There will be increased opportunity and emphasis on student generated choreography and individual expression. In addition, we will explore ways to utilize dance as a means of giving back to our community. Students will be asked to think critically, creatively and ethically while combining service, choreography, and performance. The company will meet during a scheduled school block – however, there will be occasional rehearsals requested in addition as needed. These times will be made with the dancer’s schedules and commitments in mind. While it is not required to be in company both trimesters of the year, it is allowed. Occasionally rehearsals for performances will fall outside the scheduled block.

Students must have mastered foundational techniques of ballet, jazz, contemporary, modern, or tap; and have the ability to collaborate and work well with others. If a student is not ready for Company work at the start of the school year, the student may train through Dance Electives and reapply. Admission to Company may be gained anytime throughout the school year for those who may not be ready first trimester.

**INSTRUMENTAL MUSIC**

**Academy Jazz**
Prerequisite: Audition  
Eligibility: Grades 9, 10, 11, 12  
Offered: Trimesters 2, 3

Academy Jazz is an audition-only performance group. Students will learn creativity and discipline through the study of a range of jazz styles. An emphasis is placed on understanding music theory as it relates to chord structures and progressions as well as improvisation. Students are required to attend all performances. There will be at least one outside performance.
Audio Engineering
Prerequisite: None (some music background recommended)
Eligibility: Grades 9, 10, 11, 12
Offered: Trimester 1 (Art Credit) & 2 (CSED Credit)

(Students may enroll for the first trimester only, but priority will be given to those enrolling in both trimesters.)

In this course, students explore the nature of sound and music and the methods and technologies used in recording, synthesizing, manipulating, and sharing it. They investigate, learn, and apply professional multi-track studio recording techniques, learn industry-standard Pro Tools digital audio software, and learn how to use virtual instruments to design sound and to record, produce and share their own music and that of others. All students finish the course with a digital portfolio of music projects that they have recorded and produced. This course also touches upon producing soundtracks for video and audio production for live performance. For those looking to explore this field with greater depth, this course can be followed by a third trimester of independent study and more advanced personal projects.

CA Ambassadors
Prerequisite: Audition
Eligibility: Grades 10, 11, 12
Offered: Trimesters 1, 2, & 3
Note: Specialty group, not for art credit. Meets outside of regular schedule.

CA Ambassadors is an audition-based performance ensemble featuring voices accompanied by a rhythm section. The group’s focus will be studying and performing rock and popular repertoire in a show choir setting. Instrumentalists will be expected to read chord charts and standard music notation. This group will be featured at events both on campus and in the community. Student attendance is required at all rehearsals and performances. Students must be enrolled in choir, rock/pop band, or jazz band for at least 1 trimester during the current school year.

Jazz Ensemble
Prerequisite: Previous participation in instrumental ensemble (including MS) or audition
Eligibility: Grades 9, 10, 11, 12
Offered: Trimesters 1

Jazz Ensemble is a performance group. Students will learn creativity and discipline through the study of a range of jazz styles. An emphasis is placed on understanding music theory as it relates to chord structures and progressions as well as improvisation. Students are required to attend all performances.
**Orchestra**

**Prerequisite:** Previous experience on instrument to be played; private lessons strongly recommended

**Eligibility:** Grades 9, 10, 11, 12

**Offered:** Trimester 1, 3

This class focuses on the educational components of playing in an orchestra, including music history, music theory, instrumental technique, and ensemble skills. Students encounter a range of “classical” music, explore different, pertinent musical eras, and apply different performance techniques to challenging and fun pieces. Students are required to attend all performances.

Students may appeal to the principal to request that one trimester of this class be applied to one Innovations credit.

**Rock Ensemble**

**Prerequisite:** Previous participation in instrumental ensemble (including MS) or audition

**Eligibility:** Grades 9, 10, 11, 12

**Offered:** Trimesters 1, 2, 3

Rock Ensemble is a performance group. Students will learn creativity and discipline through the study of a range of rock and popular music styles. An emphasis is placed on understanding music theory as it relates to chord structures and progressions. Students are required to attend all performances.

**PRIVATE MUSIC LESSONS**

Private instruction is available in both vocal and instrumental music for all students of all skill levels. Enrollment is through the Music Department at the beginning of the school year.

Private Music lessons do not receive arts credit.

**THEATER**

**Acting for the Camera**

**Prerequisites:** None

**Eligibility:** Grades 9-12

**Offered:** Trimester 3

**Credit:** Academic

In this course students develop techniques to use the camera as an acting partner while retaining the ability to focus on other actors during the scene. Actors use imagination and emotional preparation training integral to stage performance, while learning the skills necessary for working with challenging edits, the non-linear timeline of film and TV production, an on-camera director, and the unique demands and environment of a studio setup. Students also will prepare for on-camera auditions and monologues to equip them to navigate demo-reels, social-media based web-series, and professional film, TV, and commercial production.
Acting/Scene Study I
Prerequisite: None
Eligibility: Grades 9-12
Offered: Trimesters 1, 2, 3

This class is the prerequisite for all other courses in the department—three trimesters equal one year of credit. This class teaches the rudiments of acting, with a focus on teaching young actors how to work moment-to-moment, to be truthful in an imaginary situation, and to put their attention on the other person. It is the training ground for all advanced work. Trimesters do not need to be consecutive, but it is highly recommended for progression to advanced work.

Acting/Scene Study II (III, IV)
Prerequisite: Full year of Acting/Scene Study I
Eligibility: Grades 10-12
Offered: Trimesters 1, 2, 3

This course is open to all students who have fulfilled the Acting/Scene Study I prerequisite. It takes the groundwork established in first-year Acting to a more advanced and mature level of understanding and practice. Process-oriented, these trimesters are a focused training component of the theater program. When appropriate, this class may culminate in a public (after school) performance.

Musical Theater
Prerequisite: None
Eligibility: Grades 9-12
Offered: Trimesters 1 and 2 (may be repeated for credit)

This workshop-style course offers students a focused study of the techniques used in musical theater performance. It is intended for anyone who is interested in learning how to perform in the musical theater style, using songs from shows ranging from Oklahoma! and West Side Story to Hamilton and Dear Evan Hansen. Students are encouraged to choose repertoire within their range and according to their interests. The course is a progressive training ground for advanced work in the annual musical presentation.
Performance Innovations
Prerequisite: None
Eligibility: Grades 9-12
Offered: Full Year
Credit: 4 credits (2 Arts & 2 Computer Science/Engineering & Design)

This full-year course is intended for motivated students who are passionate about the Arts and interested in using the Innovation and Computer Science Labs to highlight performance art. The full year course will give students an opportunity to develop and focus their own personal artistic personalities. Students will create and showcase a performance piece before Winter Break. In so doing, students will become proficient in woodworking. One more major project will be presented in the spring. Students will learn to program in Python and will become proficient in Robotics to create reactive and expressive art. To provide context for “outside-the-box” artistic self-expression, students will also engage with the historical context, events, and ongoing artistic impacts of two renegade, fiercely independent artistic movements. Guest and faculty speakers will provide steady input. Students may engage with local performance artists in the Denver area, and one overnight field trip to Santa Fe. After completing this class, students can take advanced computer science courses, effectively pursue their passions in the art studio, and fabricate solutions to complex problems.

Technical Theater I (II, III, IV)
Prerequisite: None for first level
Eligibility: Grades 9-12
Offered: Trimesters 1, 2, 3

The objective of this course is to introduce students to the tools and protocol of mounting a major production, as well as to provide them with a solid working experience from plans on paper to hands-on construction on stage. Students are trained in the aesthetics of lighting and scenic design, as well as in the knowledge of operating equipment safely and mastering a basic reading of ground plans, elevations, and computer-generated design. Technical Theater II and III are available upon completion of a full year of Technical Theater I and permission of the instructors. Three trimesters complete a one-year credit but do not need to be taken consecutively.

Theater Practicum
Prerequisite: None
Eligibility: Grades 9-12
Offered: Trimester 1, 2, 3

Practicum is a hands-on training class in some aspects of the production. With a theater advisor, practicum students arrange their course of study, which must total enough hours to fulfill a trimester of work for credit, but may include work on one or multiple shows and events, including stage management, lighting, sound, scene painting, props, stage crew, program or poster design, musical accompaniment, box office management and ushering. Students may fulfill all hours in one trimester for credit or they may spread out assignments over the course of the year to equal a trimester of credit. There is no prerequisite for this class, but students must contact a faculty member in the Theater Department to set up an appointment before enrolling.
VISUAL ARTS

Advanced 2D Art
Prerequisite: 1 trimester of drawing and painting (or a portfolio review)
Eligibility: Grades 10-12
Offered: Trimesters 1 and 2 (required)

This course gives artists the opportunity to choose a concentration in drawing, painting, or mixed media. They explore complex approaches in their chosen medium that will strengthen and develop their individual artistic voices. The artists work to build technical skills while deepening their sense of personal expression. They practice analyzing and verbally articulating the impact of their own work as well as supporting the work of their peers.

Ceramics
Prerequisite: None
Eligibility: Grades 9-12
Offered: Trimesters 1, 2, 3

This class gives students the opportunity to explore a variety of hand-building methods, including coil, slab, modeling, and molding. Every student also gains experience using the potter’s wheel to create ceramic objects. Students learn how to apply several surface treatments and glazes to their projects, as well as a basic understanding of the kiln-firing process. Throughout the course, students are encouraged to initiate their own ideas, use creative problem solving to create unique works, and explore traditional and contemporary ceramic practices.

Digital Art & Design
Prerequisite: None
Eligibility: Grades 9, 10, 11, 12
Offered: Trimester 1, 2 and 3

This course explores imagery, text, and color in digital media using Adobe Creative Suite programs, including Illustrator and Photoshop. Students will use all aspects of the artistic design process to explore illustration, vector graphics, pixel graphics, and image manipulation. These foundations can lead to more advanced digital art forms such as photography, graphic design including poster and logo design, animation, website design, and more.

Digital Video I
Prerequisite: None
Eligibility: Grades 9, 10, 11, 12
Offered: Trimesters 1, 2, 3

Digital Video I introduces students to visual language, cinematic grammar and the basic elements of camera operation and lighting. Students are asked to respond to questions and micro-themes with creative projects. Examples are 30-second commercials, short narratives, and video journalism. With an overview of the entire production process, attention is given to the fundamentals of exposure and control of the image. Students complete at least two individual and two small group projects. Video cameras, computers, and editing software are provided.
Digital Video II
Prerequisite: 3 trimesters Digital Video I
Eligibility: Grades 9, 10, 11, 12
Offered: Trimesters 1, 2, 3

Digital Video II builds on Digital Video I. Digital Video II is a three-trimester experience that brings the entire conceptual process from storyboarding to final cut into focus. The art, theory, and craft of editing is explored in detail as well as the marriage between visual imagery and sound design. Students are exposed to advanced editing features such as filters, color correction, keying, and matting. In Digital Video II, the creative laboratory continues to explore the potential for video as Fine Art, utilizing micro-themes, but also affording students “independence” for deeper, more substantive creative projects. Digital Video II continues to investigate the uses of pedestrian video such as journalism, sports documentary, music videos, and other established genres.

Digital Video III
Prerequisite: 3 trimesters of Digital Video II
Eligibility: Grades 11, 12
Offered: Trimesters 1, 2, 3

Digital Video III is for students who have completed three trimesters of Digital Video II. This class provides advanced instruction in editing workflow, compression, and video output. Students continue to build technical proficiency while designing their own production and production schedules. Students also complete an essay or mini-documentary on a film director or video artist of their choice.

Digital Special Effects: Adobe After Effects
Prerequisite: 2 trimesters of Digital Video I
Eligibility: Grades 10, 11, 12
Offered: Trimesters 1

Students will learn the basics of manipulating and creating raw digital effects, from title sequences to light sabers and beyond. The driving force behind this digital manipulation is Adobe After Effects. Beginning with the understanding of keyframing students learn that “digital stitching” can replace the sky, generate “handmade” titles, and eventually add 3D objects to real time video. This is for the video student who enjoys editing and may be taken a second time graduating to more advanced special effects.

Introduction to Architectural Drawing
Prerequisite: None
Eligibility: Grades 9-12
Offered: Trimester 3

In this introductory course students explore the basic skills that are important in standard building design. The students practice axonometric drawing, perspective drawing, observational drawing, and drafting skills. They discover how all of these skills can assist in learning how to use computer-aided drafting software in designing unique spaces that have a personal aesthetic.
Photography I: Intro to Digital Photography
Prerequisite: None
Eligibility: Grades 9, 10, 11, 12
Offered: Trimesters 1, 2, 3

In this class, students investigate the nature of photography as an important field of artistic practice, conceptual knowledge, and technological procedures. Essential skills and techniques will focus on the DSLR camera, studio lighting, and post-production using Adobe Photoshop. This material practice is supported with historical and critical studies of the work of practicing photographers and visual artists. Students deepen their understanding of the history of photography and how photographers effectively construct images.

Materials: Students must provide a journal. Supplies cost approximately $10 per trimester.

Photography II: Intermediate Photographic Practice
Prerequisite: Three trimesters of Photography I in Upper School
Eligibility: Grades 10, 11, 12
Offered: Trimesters 1, 2, 3

Photography II is an expansion of Photography I. Students build on a solid foundation in traditional and contemporary photography, through the use of complex analogue and digital material explorations and artist investigations. In-depth personal and group projects emphasize refined photographic practice through still work, as well as multimedia crossovers in the digital world. In their critical and historical studies students will further expand their understanding of historical and contemporary photographers to enhance their own knowledge of the past and how it informs their own photographic practice.

Materials: Students must provide a journal. Supplies cost approximately $10 per trimester.

Photography III: Advanced Photographic Practice
Prerequisite: Three trimesters of Photography II
Eligibility: Grades 11, 12
Offered: Trimesters 1, 2, 3

Photography III builds on the knowledge and understanding, skills, values and attitudes gained in Photography I and II courses. The course further develops students’ digital media understanding of photography through deeper and sustained investigations of photographers’ conceptual and material practice in increasingly independent ways. Students continue to hone their camera and computer skills to produce personal and group projects which demonstrate a sophisticated level of technical and artistic proficiency. Critical and Historical investigations of photographs and their image makers will be undertaken by students to lead them to increasingly accomplished understanding of how photography invites different interpretations and explanations.

Materials: Students must provide a digital camera, SD card and journal. Supplies cost approximately $10 per trimester.
Studio Art I
Prerequisite: None
Eligibility: Grades 9, 10, 11, 12
Offered: Trimesters 1, 2, 3

Studio Art I classes offer a strong basic foundation in the traditional disciplines of the visual arts: drawing, painting, printmaking, and sculpture. Emphasis will be placed on the use of the elements of art and principles of design, growth in technical skills and creativity, and the ability to think critically about one’s own work and the work of others.

Trimester 1: Emphasis on Two-Dimensional Design through drawing (pencil, pastel, charcoal), and through mixed-media techniques such as ink, paint and collage.

Trimester 2: Emphasis on Painting and Printmaking through a variety of media and techniques, including watercolor, acrylic, encaustic, monoprint, relief, and intaglio, with drawing for preparation.
Note: Taking drawing first is recommended, but not required

Trimester 3: Emphasis on Concept-Based Art through an open studio setting. Artists will be given concepts to pursue and the choice to solve the challenges two-dimensionally or three-dimensionally.

Studio Art II
Prerequisite: Three trimesters of Studio Art I
Eligibility: Grades 10, 11, 12
Offered: Trimesters 1, 2, 3

During the three trimesters, Studio Art II provides an in-depth study in the traditional disciplines of the visual arts: drawing, painting, printmaking, and sculpture. Students work toward the following goals: individual growth in technical skills in the use of the media presented; the development of evaluative and critical-thinking skills from participation in regularly scheduled critiques; and growth in creativity and original style. In addition, students expand their knowledge of the work of contemporary artists and art movements.

Trimester 1: Understanding Graphics - Advanced two-dimensional design, life drawing foundation, pencils, pastel, charcoal, pen, and ink. Students explore drawing and painting techniques in media of their choice.

Trimester 2: Image as an Outgrowth of Media - Emphasis on painting and printmaking, with work in one or more of these areas: painting, collograph, woodcut, monoprint, or intaglio, with drawing as preparation.

Trimester 3: Exploring Expression 2D or 3D - Advanced two-dimensional or three-dimensional design; artists will solve challenges in a variety of media, drawing, painting, mixed media, or sculpture.
Studio Art III
Prerequisite: Three trimesters of Studio Art II and permission of the instructor
Eligibility: Grades 11, 12
Offered: Trimesters 1, 2, 3

The course of study at the Studio Art III level is focused on the development of a personal vision, reflecting the student’s individual artistic concerns and the pursuit of technical excellence in chosen media. This course requires that each student take creative risks, inform their work with an understanding of the major contemporary art movements, and include research into a particular artist’s or group of artists’ work. Emphasis will be on an analytical approach to the solution of aesthetic problems.

Trimester 1: Emphasis on Experimental Media in two dimensions, including drawing, painting, and mixed media.
Trimester 2: Emphasis on Experimental Media in two and three dimensions, including painting, printmaking, relief and intaglio processes, additive or reductive sculpture in plastic, ceramics, metals, or fibers.
Trimester 3: Independent Topics - With permission of the instructor, students may design independent art projects in a variety of media.

Visual Design & Algorithmic Art
Prerequisite: None
Eligibility: Grades 9, 10, 11, 12
Offered: Full Year
Credit: 4 credits (2 Arts & 2 Computer Science)

Enter the world of visual expression, computational creativity, and design thinking to create something out of nothing and bring your ideas to life. Explore laser cutting, 3D modeling, augmented reality, coding, and various art media to create two-dimensional imagery and three-dimensional sculpture. Explore functionality and beauty to express your personal voice. Embrace happy mistakes and take risks. Tackle big ideas by breaking them into smaller steps. Represent concepts with visual accuracy. This class will emphasize the connections and integrations between studio art, computer science, and engineering to develop epic projects. We will speak with and learn from professionals in the field through presentations and visits. After completing this class, students can take advanced computer science courses, effectively pursue their passions in the art studio, and fabricate solutions to complex problems.
**Yearbook I**

Prerequisite: None for Level I, 3 trimesters of Level I/II for Level II/III  
Eligibility: Grades 9-12 for Level I, 10-12 for Level II, 11-12 for Level III  
Offered: Full year

Throughout this course, students will plan, design, and produce CA’s yearbook, *Telesis*, which goes out to over 1,000 members of the school community and is always on display in the Admission and Headmaster’s offices for visitors and prospective students. Yearbook students design the cover and endsheets, plus over 200 pages of layouts, take and place over 1,500 photos (each with a caption), write engaging and informative copy, coordinate the 5 major sections (student life, fine arts, people, sports and academics), oversee approximately 100 senior boxes and meet monthly deadlines to tell the story of CA as it occurs during the year.

Students learn the industry-standard program, eDesign, and use it to create and carry out a yearbook theme through spread design, photography, and copy writing. In the spring their work is entered in the statewide Colorado High School Press Association (CHSPA) yearbook contest, in which students may win awards for photos, layouts, or copywriting.

Yearbook I Staff Members write copy, create yearbook pages, and photograph CA people and events. Yearbook II Student Editors oversee the photography, copy, and layout of yearbook pages. Yearbook III Lead Editors lead a team of student editors and staff, assign tasks, and edit finished pages. Some weekend work days may be required.

Materials: Yearbook cameras are available for student use, but the use of personal digital cameras is encouraged.

**PORTFOLIO LEVEL VISUAL ARTS**

**Portfolio Prep Class**

Prerequisite: Five total trimesters of Visual Arts, with three trimesters in your concentration (at least one junior year), including: Studio Art, Photography & Digital Art, Digital Video, Ceramics  
Eligibility: Grade 11  
Offered: Trimester 3

Portfolio Prep is a prerequisite for the Senior Portfolio Class. Students meet during regular art/photo/video/ceramics classes. Students prepare for the rigors of the Portfolio Class and review, edit, organize, and determine the direction they want to pursue in the development of their work. They begin to shape their artist’s statement and solidify the philosophy and intent of their work. This class prepares the student by developing investigations in artists/filmmakers practice and material experimentation for their application of the Senior Portfolio admittance interview.

Students petitioning for Senior Portfolio will interview with visual arts faculty. They will identify and demonstrate their concentration of media.
Senior Portfolio Class
Prerequisite: Portfolio Prep Class, exit critique, interview and permission of instructor
Eligibility: Grade 12
Offered: Trimesters 1, 2 and 3

This advanced-level course is designed to provide students with a professional-style portfolio of work across studio arts, photography, ceramics, filmmaking, and/or digital video production. Students develop a collection of work and artist’s statement that best represents their individual perspective and technical proficiency. Crafting an artist’s statement solidifies the philosophy and intent of the work. Through peer critique, discussion, and reflection on historical and contemporary art, students choose pieces for inclusion in final portfolios. Opportunities to visit Denver-area galleries and artists are available. The class culminates in an exhibition and/or screening for each student.
WORLD LANGUAGE

Requirement:  Three years of the same global language during the student’s enrollment in grades 9-12.

**Chinese Program:**
- Chinese I
  - Chinese II
  - Chinese III
  - Chinese IV
  - AP Language and Culture

**French Program:**
- French I
  - French II
  - French III
  - French IV
  - Advanced Seminar ↔ AP Language and Culture

**Spanish Program:**
- Spanish I
  - Spanish II
  - Spanish III
  - Spanish IV
  - Spanish for Heritage Speakers I
  - Spanish for Heritage Speakers II
  - Advanced Seminar A/B ↔ AP Language and Culture
  - AP Literature
**Chinese I**  
Prerequisite: None  
Eligibility: Grades 9, 10, 11, 12  
Offered: Full Year  

In this engaging, proficiency-oriented language learning course, students master the basics of reading, writing, speaking, and understanding Mandarin Chinese while also discovering Chinese culture. Students are introduced to the pinyin system of Romanization (standard in mainland China) and use the simplified character set (also standard in mainland China) when reading and writing. While Chinese is a demanding language to learn, key strategies and techniques are covered to help students become more effective language learners. In addition to activities related to the course textbook, an abundance of authentic materials, native voices and real life language applications are woven into the course experience. By the end of the year, students are able to express basic information about their daily life, family and preferences both orally and in written Chinese characters, as well as perform common life tasks in a thoughtful and culturally appropriate way.  


**Chinese II**  
Prerequisite: Chinese I  
Eligibility: Grades 9, 10, 11, 12  
Offered: Full Year  

Building on the skills and vocabulary students acquired in Chinese I, this course challenges students to perform more complex tasks pertaining to travel and engaging with a larger community of Chinese speakers. Similar to Chinese I in its structure and expectations, this engaging, proficiency-oriented language course emphasizes reading, writing, speaking, and understanding Mandarin Chinese, while also stressing cultural awareness. Students use the pinyin system of Romanization (standard in mainland China) and the Simplified character set (also standard in mainland China) when reading and writing. In addition to activities related to the course textbook, an abundance of authentic materials, native voices, and real-life language applications are woven into the course experience.  


**Chinese III**  
Prerequisite: Chinese II  
Eligibility: Grades 10, 11, 12  
Offered: Full Year  

Building on the skills and vocabulary students acquired in Chinese II, this course guides students in performing important tasks for independent living at college, including nurturing friendships, talking about school work, and managing finances. Similar to Chinese II in its structure and expectations, this proficiency-oriented language course emphasizes reading, writing, speaking, and understanding Mandarin Chinese, while also growing students’ cultural awareness. Students are expected to use Simplified characters for all reading and writing assignments. In addition to activities related to the course textbook, an abundance of authentic materials, native voices, and real-life language applications are woven into the course experience.  

Chinese IV
Prerequisite: Chinese III
Eligibility: Grades 10, 11, 12
Offered: Full Year

By the end of this course, students are increasingly comfortable using the language to express themselves more fully in speaking and writing. They give presentations to their classmates and write longer compositions. Students are also able to increase the degree of comprehension while listening to and reading Chinese. To further both of these goals and to improve accuracy, students add to the sophistication of their vocabulary and polish their use of grammar to communicate more effectively. In addition, Chinese IV focuses more on history, politics, and current events. Students have the opportunity to connect to Chinese-speaking cultures through music, essays, literature, photographs, art, authentic materials, and videos.


AP Chinese Language and Culture - Advanced Placement Course, Weighted Grade
Prerequisite: Chinese IV
Eligibility: Grades 11, 12
Offered: Full Year
Note: Students enrolled in this course are required to take the AP exam.

Students study second-year college-level material to prepare for the Chinese AP exam in May. Emphasis is on interpersonal skills, interpretation of spoken and written Chinese, and knowledge of Chinese culture. We use a variety of resources to explore the history, geography, arts, current events, and pop culture relative to thematic units. Students show mastery in a variety of ways, including participation in in-class discussions, writing analytical essays, creating projects, giving presentations, and taking traditional tests.

Barron’s AP - Chinese

French I
Prerequisite: None
Eligibility: Grades 9, 10, 11, 12
Offered: Full Year

The French curriculum allows students to acquire basic practical vocabulary and fundamental grammatical structures while building cultural awareness. Goals include, but are not limited to, learning to ask and answer simple questions, describe people, express likes and dislikes, and narrate a short sequence of events. The culture and geography of French-speaking countries are also stressed. Students learn to comprehend spoken French through frequent exposure to authentic material via the audio, video, and lab program, where emphasis is given to understanding the meaning of unfamiliar words through context. By the end of the class, they are able to communicate basic information. Students can expect in-class oral paired activities and nightly assignments.

Text: Espaces, Vista Higher Learning
French II
Prerequisite: French I or instructor placement
Eligibility: Grades 9, 10, 11, 12
Offered: Full Year

French II continues the study of language by providing numerous practices to increase linguistic skills and vocabulary acquisition. The course also emphasizes structures needed for effective communication in most common situations. Classes include a variety of activities designed to increase fluency in speaking, understanding, reading, and writing. Students perform skits, create dialogues, and conduct interviews of their peers. Finally, students write paragraphs and respond in writing to oral, visual, or written cues, using appropriate grammar and syntax. Work is done both individually and in pairs, providing students with opportunities to use the language in a variety of ways. Assessment of students’ progress encompasses, but is not limited to, written tests and quizzes, oral interviews, compositions, and daily participation.

Text: Espaces, Vista Higher Learning

French III
Prerequisite: French II or instructor placement
Eligibility: Grades 9, 10, 11, 12
Offered: Full Year

The primary linguistic goal of Level III French is to allow students to express themselves in increasingly more precise, detailed language. Special emphasis is also given to reading comprehension and written self-expression. Through projects, oral presentations, and written reports, students explore the cultural background of the French-speaking world as well as contemporary daily life in France. Strong focus is given to practical language use, building reading skills, expanding vocabulary, and establishing a firm grammatical foundation in French. Assessment of students’ progress encompasses, but is not limited to, written tests and quizzes, oral interviews, compositions, and daily participation.

French IV: Intermediate Conversation and Composition
Prerequisite: French III or instructor placement
Eligibility: Grades 10, 11, 12
Offered: Full Year

French IV combines a review of French grammar and an expansion of vocabulary with an introductory study of Francophone literature and culture. French IV focuses on developing students’ written, oral, and aural skills so that they may begin to use French at a high intermediate level of proficiency. Students learn about contemporary life in Francophone countries; they also explore some of the literature that has shaped the French identity via authentic texts of Francophone authors.
French: Advanced Seminar - Honors Course

Prerequisite: French IV
Eligibility: Grades 10, 11, 12
Offered: Full Year

Students who complete this yearlong course explore French and Francophone culture, art, literature, and civilization through a variety of readings from authentic sources written for native speakers. Students explore the educational system in France and French-speaking countries from pre-school to university, including the French national baccalauréat exam, through videos, articles, and movies. Students learn about French culture and civilization through the study of various French artists and their works, researching art media, movements, and artists, and culminating with an examination of philosophies and definitions of art. Students read one of the oldest versions of “Beauty and the Beast,” then compare it to a recent French film version, and read a few chapters from The Count of Monte Cristo, then watch the acclaimed miniseries starring Gerard Depardieu.

Students who have already taken AP French and who have not taken this course are strongly encouraged to do so. This course is designed as an enhancement to our AP curriculum and should be taken by eligible language students either before or after the AP course. It may be taken twice, as the topics can vary.

AP French Language and Culture - Advanced Placement Course, Weighted Grade

Prerequisite: Advanced Seminar or French IV with an A- or better and instructor recommendation
Eligibility: Grades 11, 12
Offered: Full Year
Note: Students enrolled in this course are required to take the AP exam.

Students who enroll in this college-level French language course already have a good command of French grammar and vocabulary, and have competence in listening, reading, speaking, and writing. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes of communication: Interpersonal (spoken and written), Interpretive (audiovisual, written, and print), and Presentational (spoken and written).

The AP French Language and Culture course is structured around six themes: Global Challenges, Personal and Public Identities, Science and Technology, Beauty and Aesthetics, Contemporary Life, and Families and Communities. Each theme includes a number of contexts for exploration which address essential questions for the 21st century. This structure creates an interesting, meaningful context in which to explore a variety of language concepts with authentic material (audiovisual and print). This course concludes with a national exam, the Advanced Placement French Language & Culture Examination.
Spanish for Heritage Speakers – (Second Year is Honors)

Prerequisite: Ability to understand and speak Spanish at native or near native fluency.
Eligibility: Grades 9,10,11,12
Offered: Full Year

This world language course is designed to offer students whose home language is Spanish an opportunity to study Spanish formally in an academic setting in the same way native English-speaking students study English language arts. Many native/heritage students are partially bilingual and vary in their language skills. This course is designed to expand their command of the Spanish language with further development of their reading, listening, writing, and speaking skills; vocabulary building; preparation in basic principles of composition and grammar, spelling, sentence structure, punctuation, accents and paragraph organization; and study of Latin American and Spanish literature and culture, with selections from novels, myths, short stories, plays and poetry. Class is conducted entirely in Spanish. Students study current events and analyze the political and socio-economic issues facing the Spanish-speaking world. Students are expected to participate orally through class discussion, debates, and presentations. Writing assignments for this course focus on developing creative, analytical, and persuasive writing skills. The differences between formal and informal language, both oral and written, are stressed throughout the year. This course may be taken for two years and is a prerequisite for heritage speakers to take Advanced Seminar, AP Spanish Language, and AP Spanish Literature.

Spanish I

Prerequisite: None
Eligibility: Grades 9,10,11,12
Offered: Full Year

The Spanish I curriculum allows students to acquire basic practical vocabulary and fundamental grammatical structures while building cultural awareness. Goals include, but are not limited to, learning to ask and answer simple questions, describe people, express likes and dislikes, and narrate a short sequence of events. The culture and geography of Spanish-speaking countries are also stressed. Students learn to comprehend spoken Spanish through frequent exposure to the “real-life language” of native speakers via video programs and other resources, where emphasis is given to understanding the meaning of unfamiliar words through context. By the end of the class, they are able to communicate basic information. Students can expect in-class oral paired activities, group communicative exercises, and nightly assignments.
### Spanish II

**Prerequisite:** Spanish I or instructor placement  
**Eligibility:** Grades 9,10,11,12  
**Offered:** Full Year

The primary goal of Level II Spanish is to ensure that students acquire more vocabulary and grammatical constructs for practical communication in everyday situations. Emphasis is placed on strengthening the acquisition skills of reading, writing, speaking, and listening. Students still mostly use isolated words, lists, memorized phrases, and some personalized recombination of words and phrases; however, they begin to use these with more ease and attention to detail. They become increasingly comfortable speaking and writing in the present tense and begin using the imperfect and preterit tenses to narrate events in the past. Cultural topics are interwoven throughout the year so that students come to appreciate the dynamic relationship between language acquisition and cultural competence. Written and oral assessments, short compositions, and an emphasis on daily classroom participation and preparedness play a key role in building skills. Additional resource materials such as short novellas, films, and online sources will supplement the textbook.

### Spanish III

**Prerequisite:** Spanish II or instructor placement  
**Eligibility:** Grades 9, 10, 11, 12  
**Offered:** Full Year

Reinforcing the basic language skills learned in the first two years, Spanish III students participate in progressively more challenging conversations and are presented with more complex reading and writing material. Students produce longer and more detailed pieces of writing, both in and outside of class. They also continue to practice the receptive skills of listening and reading through use of technology, in-class discussions, frequent reading assignments, and videos.

We supplement the main textbook with readings from other sources, such as a book of Mexican legends for the summer reading, a short novel in Spanish, and other authentic materials. In addition, we view two educational feature-length films in Spanish to further students’ access to authentic spoken language and to build confidence in discussion. In Spanish III, discussion and writing builds students’ repertoire of vocabulary while improving their syntax and the accuracy of their grammatical structures. Although students complete a thorough review of verb tenses and other grammatical topics at this level, it is also a year of learning many new verb tenses.

### Spanish IV: Intermediate Conversation and Composition

**Prerequisite:** Spanish III or instructor placement  
**Eligibility:** Grades 10, 11, 12  
**Offered:** Full Year

By the end of this course, students are increasingly comfortable using the language to express themselves more fully in speaking and writing. They give presentations to their classmates and write compositions of varying lengths and styles. Students are also able to increase their degree of comprehension while listening to and reading Spanish. To further both of these goals and to improve accuracy, students add to the sophistication of their vocabulary, polish their use of grammar to communicate more effectively, and add new verb tenses to their useable language. In Spanish IV, students connect to Spanish-speaking cultures through music, essays, literature, photographs, art, the internet, current events, authentic materials, and films.
Spanish Advanced Seminar - Honors Course
Prerequisite: Spanish IV, Spanish for Heritage Speakers, or instructor placement
Eligibility: Grades 11, 12
Offered: Full Year

Students who complete this yearlong course have had intensive and nuanced practice in all areas of language acquisition (speaking, reading, listening, and writing) and have broadened their knowledge of Spanish and Spanish-speaking cultures through a variety of authentic sources (intended for native speakers). During this course, students are asked to speak and write authoritatively and insightfully in Spanish about each of the year’s themes. The thematic focus may include: Culinary History of the Spanish-Speaking world; Children’s and Young Adult Literature; Film and Fiction in Latin America and Spain; or Latin American Protest Music, Underground Theater, and Visual Art; among others. Topics are offered on an alternating year basis, so students may elect to take the course a second year and study a different set of themes. In addition, this course may be taken by eligible language students either before or after the AP Language course.

AP Spanish Language and Culture - Advanced Placement Course, Weighted Grade
Prerequisite: Spanish IV, Advanced Seminar, or Spanish for Heritage Speakers (2 yrs.) and placement test/instructor recommendation
Eligibility: Grades 11, 12
Offered: Full Year
Note: Students enrolled in this course are required to take the AP exam.

In this college-level class, students continue to master their skills in Spanish. This course emphasizes using language for active communication, reading increasingly complex texts, and developing more sophistication and accuracy in speaking and writing while exploring the culture and literature of the Spanish-speaking world. Students use a variety of resources to explore the history, geography, arts, current events, and science/technology related to six global thematic units. Students demonstrate mastery in a variety of ways, including participation in class discussions, writing analytical essays, creating projects, giving presentations, and taking practice AP tests. There is also a cursory review of grammar and vocabulary related to daily life and frequent practice to prepare students for the Advanced Placement Exam.

AP Spanish Literature - Advanced Placement Course, Weighted Grade
Prerequisite: AP Spanish Language and instructor recommendation
Eligibility: Grade 12
Offered: Full Year
Note: Students enrolled in this course are required to take the AP exam.

AP Spanish Literature is comparable to a college-level Introduction to Hispanic Literature course. It is based on a required reading list. The works on the list are of literary significance and represent various historical periods, literary movements, genres, geographic areas, and population groups within the Spanish-speaking world. The objective of the course is to help students interpret and analyze literature in Spanish. Students demonstrate their communication skills by analyzing real situations through reading and listening comprehension assessments. In addition, this course provides students with literary techniques to enhance their knowledge and understanding of the different cultural components of Spanish Literature.

Text: Azulejo, Wayside Publishing

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