Inspiring a Desire to Think, Create, and Innovate

The faculty and staff of Colorado Academy are devoted to personal development, nurturing students in a learning environment that values and rewards intellectual curiosity, originality and authenticity, motivation, and teamwork. We place a premium on the development of resilience and resourcefulness—skills that help prepare our students for an ever-changing world—and we are intentional about those practices that encourage integrity and responsibility in students. We continually work to learn from and apply the available and rigorous research about how young people learn, the advantages of a strong start, the opportunity to play and imagine, the importance of mindfulness and social and emotional learning, the benefits—both physical and mental—of a growth mindset and gratitude, and the importance of being known, connected, and valued.

Our academic facilities, from computer and innovation labs to sustainable classrooms, and from libraries to study nooks, are designed to inspire in students the desire to think, create, and innovate. Supported by a culture that reinforces relationships based on respect and appreciation among CA faculty and students, our students develop both academic strengths and a passion for lifelong intellectual engagement. Alumni often tell us about experiences and relationships here that inspired them to look for more, and expect more, from their higher education and professional worlds.

Mission Statement

A dynamic liberal arts and sciences program that challenges students ethically, academically, artistically, and athletically creates the foundation of Colorado Academy. Teachers, students, parents, and staff foster trusting and respectful relationships, enhancing our thriving school family. Students pursue excellence and seek to become lifelong learners and contributors in our local and international communities.

CA Upper School Curriculum

Colorado Academy offers a balanced liberal arts and sciences program designed to provide students with increasing levels of challenge and responsibility as they move through consecutive grades. Small class sizes ensure that teachers know each student and that students have the opportunity to collaborate with one another. Our curriculum is balanced across training and experiences in core academic subjects, visual and performing arts, and athletics. CA teachers provide learning experiences, not only in classroom settings, but also through project-based learning outside the classroom, hands-on experiences, outdoor and travel adventures, service work, and student-run clubs and programs.
CA By the Numbers:

Number of Students
Pre-K through Grade 12 ...................................................                  975

Students in
Upper School Division .......................................................          413

Upper School
Student: Teacher Ratio ..............................................................          8:1

Total Number of
US Faculty Members ....................................................................          51

Percentage of US Faculty
with Advanced Degrees ..................................................................          80%

Average Number of Years
of Classroom Experience ..............................................................          18

Average Number
of Years at CA ..................................................................................          10

Colorado Academy Six C’s

In addition to core academics and experiences in the arts and athletics, CA focuses on the teaching and practice of 21st century skills—skills we call the 6 C’s at Colorado Academy:

- Critical Thinking & Problem Solving
- Collaboration
- Creativity
- Communication
- Character
- Cultural Competence

Based on the work of Senior Research Fellow Tony Wagner in connecting what children learn to what they need to be successful in the world, Colorado Academy uses the Design Thinking framework, employed at Stanford University’s d.school, to teach students a very strategic and human-centered approach to problem solving. Skill work and practice on all of these skills are embedded in classroom experiences, coursework, and projects in all grades at CA.

Mindfulness, Culture, and Character

Colorado Academy places particular emphasis on how students contribute to and shape the culture and character of the school. A student-generated focus on kindness, courage, grit, and gratitude helps to shape daily conversations. These themes are seen throughout campus.

Upper School Leadership

Dr. Jonathan Vogels has been Principal of the Upper School since 2003. Before coming to CA, he was Co-Director of College Counseling at The Wheeler School in Providence, R.I., where he taught English and history courses. Earlier in his career, Dr. Vogels (or “Doctor V,” as the students know him) taught at The Ethel Walker School, a boarding school in Simsbury, Conn., where he also served as theater director, dorm supervisor, and volleyball and softball coach. Dr. Vogels took a short break from teaching in the early ’90s and entered a graduate program in American Studies at Boston University. While working at Wheeler, he completed his PhD; his dissertation, “Outrageous Acts of Faith: The Films of Albert and David Maysles,” was published as The Direct Cinema of David and Albert Maysles in 2004 by Southern Illinois University Press and is now available in an electronic format via Amazon. He is also a published playwright whose most recent work Foundations appeared as part of Theatre Esprit Asia’s Coming to America series.
### Upper School Requirements for Graduation

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>REQUIREMENTS</th>
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</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>3 years required in Upper School; 4 years recommended</td>
</tr>
<tr>
<td>Science</td>
<td>3 years required in Upper School: 1 year of Biology; 1 year of Chemistry; 1 full year of electives</td>
</tr>
<tr>
<td>English</td>
<td>4 years</td>
</tr>
<tr>
<td>Computer Science/Engineering &amp; Design</td>
<td>2 trimester credits from courses in Computer Science/Engineering &amp; Design, and certain courses in the Math and Arts Departments</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 years required in Upper School: 1 year of Global Perspectives in the 21st Century; 1 year of U.S. History; 1 year of Advanced European Studies OR three trimesters Junior/Senior history electives</td>
</tr>
<tr>
<td>Global Languages</td>
<td>At least 3 years of the same global language in Upper School</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>2 years (six trimesters) are required: at least one trimester must be taken each year in Upper School, even if total trimester requirement is completed early</td>
</tr>
<tr>
<td>Athletics</td>
<td>6 trimesters are required to be completed as follows: 2 trimesters in the Freshman year, 2 trimesters in the Sophomore year, 1 trimester during the Junior year, and 1 trimester during the Senior year</td>
</tr>
<tr>
<td>Academic Electives</td>
<td>In addition to the departmental requirements specified, students are encouraged to earn academic credit by taking academic courses of their choice</td>
</tr>
<tr>
<td>Interim: Students are required to participate in one week of offered experiential education electives during each year in Upper School</td>
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<tr>
<td>Service Learning: Sophomores are required to participate in the Service Learning program with on-campus service, working with the Dining Hall and Operations staff; other grades participate in advisory or club-based service activities and curricularly linked service projects; all Seniors must complete a Community Impact Project; several US Interims are service-oriented</td>
<td></td>
</tr>
<tr>
<td>Academic Intensive: All Freshmen are required to participate in a one-week Academic Intensive program during Trimester Two</td>
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</table>

#### Weighted Grades

Certain advanced elective courses generate weighted grades. These courses are: French: Advanced Studies I; Spanish: Advanced Studies I; Spanish: Advanced Studies II; Advanced Placement (AP) Calculus, AB; AP Calculus, BC; Beyond BC; AP Statistics; AP Chemistry; AP Physics I; AP Advanced European Studies; AP Economics; AP English; AP Computer Science A; AP Computer Science Principles; Advanced Computer Science and Data Structures; and AP Human Geography. Students in these courses receive additional quality points according to the following formula:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>5.00</td>
</tr>
<tr>
<td>A-</td>
<td>4.59</td>
</tr>
<tr>
<td>B+</td>
<td>4.17</td>
</tr>
<tr>
<td>B</td>
<td>3.75</td>
</tr>
<tr>
<td>B-</td>
<td>3.34</td>
</tr>
<tr>
<td>C+</td>
<td>2.92</td>
</tr>
<tr>
<td>C</td>
<td>2.50</td>
</tr>
<tr>
<td>C-</td>
<td>2.09</td>
</tr>
<tr>
<td>D+</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>1.25</td>
</tr>
<tr>
<td>D-</td>
<td>0.84</td>
</tr>
</tbody>
</table>

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 is averaged with the student’s other grades to determine the GPA.

#### Honors & Advanced Placement

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. 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. 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.

#### Course Cancellation

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

#### Pass/Fail (P/F) Grading for Freshmen

Ninth Grade students are assessed on a P/F grading system in their three core-subject classes (English, Social Studies, and Science) instead of a traditional letter grade, during the first trimester only. Students receive full course credit, but no numeric value for calculating their GPA. Pass/Fail grading has been associated with less stress, improved mood, better group cohesion, students taking more academic risks, objectifying the grading system, and building a climate of trust and support between students and teachers that is essential. Our belief is that introducing Freshmen to their high school careers with the encouragement to truly stretch themselves and to become acclimated to the rigor and expectations of high school without the worry of a letter grade will set the standard of engagement for their entire high school careers.
Upper School Requirements for Graduation

Weighted Grades

SUBJECT REQUIREMENTS
Certain advanced elective courses generate weighted grades. These courses are: French: Advanced Studies I; Spanish: Advanced Studies I; Spanish: Advanced Studies II; Advanced Mathematics Science A; AP Computer Science Principles; Advanced Computer Science and Data Structures; and AP Human Geography. Students in these courses receive additional 4 years (5.00) A
A- (4.59) B+ (4.00) C+ (3.50) C (3.00) D+ (2.00) D (1.50) D- (1.00) F (0.00)

Structures; and AP Human Geography. Students in these courses receive additional

4 years

(5.00)

A

A-

(4.59)

B+

(4.00)

C+

(3.50)

C

(3.00)

D+

(2.00)

D

(1.50)

D-

(1.00)

F

(0.00)

Students in these courses receive additional

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

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

designation generally signifies college-level courses that prepare students for the AP attend; however, the criteria for credit vary according to college. Some AP courses do

In addition to the departmental requirements specified, students are

choice registration. Students are encouraged to consider their choices carefully.

Required for graduation: no

Pass/Fail (P/F) Grading for Freshmen

classes (English, Social Studies, and Science) instead of a traditional letter grade, during

Learning program with on-campus service, working with the Dining Hall

service activities and curricularly linked service projects; all Seniors must

complete a Community Impact Project; several US Interims are service-

grading system, and building a climate of trust and support between students and

teachers that is essential. Our belief is that introducing Freshmen to their high school

careers with the encouragement to truly stretch themselves and to become acclimated

to the rigor and expectations of high school without the worry of a letter grade will set

the standard of engagement for their entire high school careers.

Upper School English

Four years of English study is required in Upper School. All Freshmen take a course called Coming of Age in the World, which fosters students' empathy for others and awareness of their own place in the world, as well as expands their perspective and prepares them for upper level courses. Sophomores take American Literature, which exposes them to the essential works of American writers, as well as traces the history of intellectual thought in America. Both courses feature much analytical writing and discussion, along with production of creative presentations and assessment of public-speaking skills. Juniors and Seniors must take six trimesters of elective choices and are required to take the Junior Writing Seminar and Senior Seminar courses in Trimester Three. These courses offer intensive writing experiences and the opportunity to produce a writing portfolio, presentation, or personal project.

Upper School English – Required Courses

Grade 9: Coming of Age in the World
For Freshmen, the Ninth Grade year marks not only a transition to high school, but also 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 critical thinking skills through a variety of forms: literary analysis, description, and persuasion. Grammar and vocabulary instruction come from a variety of contextual sources. Along with their writing proficiency, students build public speaking and design skills through individual and group projects.

Course texts themselves cover a range of coming-of-age, multicultural and global concerns, and literary forms. These may include, along with others, Marilyn Nelson’s how i discovered poetry, Marjane Satrapi’s Persepolis, Dai Sijie’s Balzac and the Little Chinese Seamstress, Sonia Nazario’s Enrique’s Journey, and Chimamanda Adichie’s Purple Hibiscus.

Grade 10: American Literature
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 400 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 Tenth 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/SENIOR ENGLISH SEMINARS - ELECTIVES

<table>
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<tr>
<th>TRIMESTER 1</th>
<th>TRIMESTER 2</th>
<th>TRIMESTER 3</th>
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</thead>
<tbody>
<tr>
<td>Literature of the Apocalypse – Honors Course</td>
<td>Comedy – Honors Course</td>
<td>Junior Writing Seminar – Honors Course</td>
</tr>
<tr>
<td>Will there be an end to the world as we know it, and if so, what comes next? Students in this course use theory, philosophy, and texts from a variety of religious traditions to gain an initial understanding of humankind’s fascination with the end of time. Then, students turn their focus to contemporary literature, investigating the ways in which writers have used apocalyptic tropes to explore their own era, human nature, and reasons for existence and persistence. Texts may include works from various genres by authors such as Cormac McCarthy, Margaret Atwood, Colson Whitehead, P.D. James, Octavia Butler, Kurt Vonnegut, Emily St. John Mandel, and others.</td>
<td>What makes us laugh? Is there such a thing as a bad joke? Considering the theories of philosophers from Aristotle to Bergson, students study how great authors produce comedy, with a view to understanding the sources and functions of this dramatic form, and seek to test the truth of Oscar Wilde’s aphorism, “A sense of humor is the only sign of true intelligence.” Students also look at contemporary comedy to test the theories of the early philosophers. Writers may include Molière, Sheridan, Shaw, Wilde, Stoppard, Sedaris, and others. Students practice with a variety of writing forms.</td>
<td>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 nonfiction 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, and at the end of the trimester, students compile their polished essays into a portfolio that showcases their growth as writers and thinkers. Texts may include: A Writer’s Reader, ed. Donald Hall; Writing Down the Bones, Natalie Goldberg; The Little, Brown Handbook; The Elements of Style, Strunk and White.</td>
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### Modernism – Honors Course

This course studies the literary period that begins with the late nineteenth century and concludes with the coming of the 1960s. It was an exciting and dangerous time, fraught with war, urbanization, and upheaval. Writers, artists, filmmakers, and composers were the barometers of those times, as well as the vanguard for myriad new movements throughout the world of art. This course studies the foundational modern thinkers who did so much to shape contemporary ideas. Texts are not limited to, and may include, works from various genres by such authors as Virginia Woolf, William Faulkner, James Joyce, Ezra Pound, William Carlos Williams, and Gertrude Stein.

### Contemporary Literature of the Middle East – Honors Course

This course gives students a view into the literary imaginations of contemporary writers from the Middle East. The course studies fiction, plays, poetry, memoir, and graphic novels from such diverse places as Palestine, Egypt, and even New Jersey. Regional and global themes include the diaspora, conflict between tradition and modernity, encounter with the West, and human rights. Texts may include the novel, *In the Country of Men* (Libya); the graphic novel, *How to Understand Israel in 60 Days or Less*: the memoir, *Tasting the Sky* (Palestine); the play, *Nine Parts of Desire* (Iraq); stories about Egypt and Iran; and the poetry of Naomi Shihab Nye. Analytical thinking and writing, research writing, and human-centered design are part of the course.

### Philosophy of Literature – Honors Course

Why is there something rather than nothing? What is time? Are you the same person through time? How do you know what is right and wrong? How can you know anything? This course explores novels, plays, stories, and poems that raise these questions and the philosophical treatises that answer them. Students not only grapple with philosophical problems that have plagued thinkers for thousands of years, but they also consider their own developing worldview, what Plato described as “the talking of the soul with itself.” Writers may include: Tracy K. Smith, Alan Lightman, Virginia Woolf, Milan Kundera, Jean-Paul Sartre, Jorge Luis Borges, Albert Camus, Margaret Atwood, and Colson Whitehead.

### Indian Literature – Honors Course

India—an emerging country with a deeply religious past and present—has transfixed the world with its multifaceted personalities: Sikh and sadhu, Hindu and Muslim, Buddhist and Jain, old India and new world power. This course studies the literature of this important country, from the ancient epics to the writings of the Hindu and Buddhist sages, to the modern novels of a country emerging into technological globalism. Students look deeply into such ancient concepts as dharma, yoga, nirvana, karma, meditation, and renunciation—all parts of an ancient world still alive in the new. Texts may include: *The Upanishads*; *The Ramayana*; *The Mahabharata*; *Samskara*, U.R. Ananthamurthy; works by Narayan, Tagore, Murthy, Misty, Rushdie, and Gandhi.

### Poetry Writing – Honors Course

This course explores history and variety in poetic craft—from classical lyric to contemporary verse—as a guide for writing one’s own original poetry. Students study great poets from different centuries, cultures, and schools of thought. Equally important is the poetry students create, revise, and share in a peer-workshop format. This course emphasizes learning from experience; students participate in reading their work, in creating a class anthology, and in producing their own portfolio of creative writing. Texts may include: *Creating Poetry*, John Drury; *Six American Poets*, ed. Joel Connaroe; poems by Shakespeare, Yeats, Plath, Haryette Mullen, Atsuro Riley, Li Young Lee, and Agha Shahid Ali.

### Latinx/Chicano Literature – Honors Course

In the 1960s, a youth movement took place in which a generation of Mexican Americans took on a new name. What’s it all about? Certain peoples of the American Southwest never “migrated.”’We didn’t cross the border, the border crossed us.” What do Zoot Suiters, lowriders, Aztlan, César Chávez and the United Farmworkers, Rage Against the Machine, poetry, and self-taught guitar have in common? This class explores Chicanismo, the ongoing and evolving identity of Mexican Americans, using contemporary manifestations in art, music, and theater, as well as the work of Mexican and Chicano intellectuals, from Nobel Prize winning to the ballads of Selena. Students examine, research, and creatively reflect on notions of identity, birth, and class. Texts may include: *Black Skin/White Masks*, Franz Fanon; *Labyrinths of Solitude*, Octavio Paz; *Chicana Falsa*, Michelle Serros; Love and Rockets (a 30-year and going graphic novel); songs by Selena, Morrissey, and Rage Against the Machine; Teatro by Luiz Valdez; Teatro by Culture Clash.

### 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 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 may include: *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 Ilych*, Leo Tolstoy; *Missoula*, Jon Krakauer, Beloved, *Toni Morrison*.
### Upper School English – Electives

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<thead>
<tr>
<th>TRIMESTER 1</th>
<th>TRIMESTER 2</th>
<th>TRIMESTER 3</th>
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<tbody>
<tr>
<td><strong>Shakespeare Comedy and History – Honors Course</strong></td>
<td><strong>Literature of Place and Self – Honors Course</strong></td>
<td></td>
</tr>
<tr>
<td>This course examines carefully and thoroughly the two great plays,</td>
<td>This course follows the curricular requirements outlined by the College</td>
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<tr>
<td><em>Twelfth Night</em> and <em>Julius Caesar</em>. Through close and precise reading,</td>
<td>Board in the <em>AP English Literature and Composition</em> course description</td>
<td></td>
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<tr>
<td>as well as through analytical writing, students come to understand not only</td>
<td>that focuses on building skills necessary for college-level reading and</td>
<td></td>
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<tr>
<td>the specific texts, but the workings of Shakespearean plays as a whole.</td>
<td>writing. The texts include works from a variety of time periods and genres,</td>
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<tr>
<td>Additionally, students explore how Shakespeare's heroes respond to the</td>
<td>and the writing assignments include in-class essays, as well as formal</td>
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<tr>
<td>challenges placed before them. Finally, students illustrate their</td>
<td>process essays with several opportunities for revision. This is</td>
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<tr>
<td>understandings of Shakespeare's themes, language, and literary and</td>
<td>considered a college-level course, which means that students are asked to</td>
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<tr>
<td>dramatic devices as they edit, adapt, direct, and perform scenes from the</td>
<td>read and analyze challenging, provocative, dense, and sometimes controversial</td>
<td></td>
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<tr>
<td>plays in Elizabethan English.</td>
<td>material. The texts may include <em>All the Pretty Horses</em>, *Antony and</td>
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<td></td>
<td><em>Cleopatra</em>, <em>Heart of Darkness</em>, <em>Paradise Lost</em>, <em>Sir Gawain and the Green</em></td>
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<tr>
<td></td>
<td><em>Knight</em>, and poetry from <em>Dickinson</em>, <em>Marvell</em>, <em>Frost</em>, <em>Marlowe</em>,</td>
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<tr>
<td></td>
<td><em>Donne</em>, <em>Bishop</em>, <em>Levertov</em>, and others.</td>
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<tr>
<td><strong>AP English: Sir Gawain to John Grady Cole: A Journey Through the Ages</strong></td>
<td><strong>Short Fiction – Honors Course</strong></td>
<td></td>
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<tr>
<td>This course follows the curricular requirements outlined by the College</td>
<td>Great works of fiction, especially today, are often crafted in minimal</td>
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<tr>
<td>Board in the <em>AP English Literature and Composition</em> course description</td>
<td>length. The goal of this course is to examine a multitude of short stories to</td>
<td></td>
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<tr>
<td>that focuses on building skills necessary for college-level reading and</td>
<td>understand how the world's great authors use the conventions of fiction</td>
<td></td>
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<tr>
<td>writing. The texts include works from a variety of time periods and</td>
<td>within the constraints of some thousand words instead of thousands of</td>
<td></td>
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<tr>
<td>genres, and the writing assignments include in-class essays, as well as</td>
<td>pages. Analytical writing and class discussion help students see the</td>
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<td>formal process essays with several opportunities for revision. This is</td>
<td>relationship between a story's style and its content, the relationship</td>
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<td>considered a college-level course, which means that students are asked to</td>
<td>between plot, setting, character, and theme. This course aims to explore</td>
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<tr>
<td>read and analyze challenging, provocative, dense, and sometimes controversial</td>
<td>the ways in which short stories speak to other short stories, and the ways</td>
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<tr>
<td>material. The texts may include <em>All the Pretty Horses</em>, *Antony and</td>
<td>in which that dialogue shapes how we, as readers, make meaning of the</td>
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<tr>
<td><em>Cleopatra</em>, <em>Heart of Darkness</em>, <em>Paradise Lost</em>, <em>Sir Gawain and the Green</em></td>
<td>world. Writers may include: <em>Marquez</em>, <em>Kincaid</em>, <em>Doerr</em>, <em>Lahiri</em>, <em>Saunders</em>,</td>
<td></td>
</tr>
<tr>
<td><em>Knight</em>, and poetry from <em>Dickinson</em>, <em>Marvell</em>, <em>Frost</em>, <em>Marlowe</em>, <em>Donne</em>,</td>
<td><em>Ozick</em>, <em>Baldwin</em>, and <em>Paley</em>.</td>
<td></td>
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<tr>
<td><em>Bishop</em>, <em>Levertov</em>, and others.</td>
<td><strong>AP English: The Waste Land</strong></td>
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<td></td>
<td>This AP course spends its entirety studying T.S. Eliot’s 1922 poem, *The</td>
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<td></td>
<td><em>Waste Land</em>, a work often referred to as the centerpiece of Modernism. To</td>
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<td>read this one poem, however, and to see how the ideas are central to our</td>
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<td>own thinking, demands a detailed study of major texts, mythologies, and</td>
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<td></td>
<td>ideologies ranging from the <em>Upanishads</em> through St. Augustine and the</td>
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<td></td>
<td>medievals, on to Dante, and up past the Renaissance into a close cultural</td>
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<td></td>
<td>critique of Modernism in the early twentieth century. The poem is only a</td>
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<td>dozen pages long; the course, though, spans 4,000 years. Class discussion,</td>
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<td>several major papers, and a researched design project, a few tests, and</td>
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<td>AP-exam practice work are all important to this course. Texts may include:</td>
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<td><em>The Collected Poems</em>, T.S. Eliot; <em>The Tempest</em>, William Shakespeare; *The</td>
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<td>Norton Anthology of World Masterpieces; <em>The Bhagavad Gita</em>.</td>
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Upper School Mathematics

The Mathematics Department offers courses designed to meet the needs of each student at any stage of his/her evolution as a math student. We provide every student with a stimulating, challenging math experience in which he/she acquires 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 (computers, iPads, and graphing calculators, specifically the TI-Nspire CX) is used extensively in every course in the Upper School math curriculum.

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 they delve more deeply into the course material.

Advanced Placement (AP) courses are by definition college-level courses with college-level expectations. As with honors courses, the pace is rapid, and a solid foundation in all prerequisite courses is assumed. The material is accessible but challenging. Students enrolling in AP courses should expect a heavier homework load than for regular classes and are 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 Mathematics Department.

Ninth Grade

Almost all Ninth graders take Math 1. The Mathematics 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.

Tenth-Twelfth Grades

Upper School math teachers work with their current students to arrive at an appropriate placement for each student’s next course.

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.

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### Upper School Mathematics

**Math 1**

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 calculator is required. Text: *Geometry*, Holt McDougal iBook.

**Honors Advanced Algebra - Honors Course**

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 calculator is required. Text: *Larson Algebra 2*, Holt McDougal (online book is available).

**Math 2**

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 calculator is required. Text: *Larson Algebra 2*, Holt McDougal (online book is available).

**Math 2e**

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).

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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).

Pre-Calculus
In Pre-Calculus, 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 Ed. (online book is available).

**AP Calculus AB**
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; integrals and their application. The TI-Nspire or TI-84 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. Students enrolled in this course are required to take the AP exam. Text: *Calculus: Concepts and Applications*, 2nd Ed., Foerster.

**AP Calculus BC**
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. A TI graphing calculator (particularly the TI-Nspire) 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. Students enrolled in this course are required to take the AP exam. Text: *Calculus: Early Transcendental Functions*, Larson.

**AP Statistics**
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; and 4) Statistical Inference: Estimating population parameters and testing hypotheses. Students solve problems and communicate quantitative results using clear, succinct writing. They learn from investigations, simulations, and lectures. Students who successfully complete the course are well prepared for the AP Statistics Exam. Text: *The Practice of Statistics for the AP Exam*, 5th Ed., Starnes, Tabor, Yates, and Moore.

**Beyond BC - Honors Course**
This college-level class offers students exposure to topics that apply or extend their knowledge from calculus. Students use modeling techniques and advanced analysis to solve problems. Students 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. Homework, which is extensive and regularly assigned, is a major focus of in-class discussion. Text: To be determined.
Upper School Science

There is a requirement of three full years of science, including Biology, Chemistry or Conceptual Chemistry, and an elective during the Upper School years at Colorado Academy. CA offers a variety of courses to engage students, everything from basic Biology to AP Physics C to the innovative Small World Initiative, which takes students into the realm of discovery of new antibiotics from soil bacteria. No matter the topic, students are guided to observe, investigate, analyze, interpret, and present their conclusions using the scientific method.

The Science Department strives for students to master the following skills upon completion of the science requirements in Upper School:

**Use the scientific method to:**
- Identify questions and concepts that guide scientific investigation
- Make confirmable observations using all senses
- Design and perform experiments with a testable hypothesis, a variable, and a control
- Make predictions about the outcomes of an experiment based on reading and previous experiences
- Formulate and revise scientific explanations and models using logic and evidence
- Form conclusions that synthesize information and observations
- Recognize and analyze alternative explanations and models
- Communicate and defend the results of an experiment both orally and in writing

**Work proficiently as a scientist:**
- Functioning independently or in collaborative groups
- Using appropriate and safe techniques
- Using clear and precise language, oral and written
- Taking accurate and precise measurements using appropriate laboratory equipment
- Researching, interpreting, analyzing, and applying current technical information from both scientific texts and supplemental sources

**Incorporate math skills and technology to:**
- Analyze situations and solve problems
- Solve scientific problems creatively
- Integrate concepts from more than one topic area of science
- Use laboratory data to produce graphs and charts for the analysis of experimentation
- Interpret and draw conclusions from data presented in graphs and tables
- Recognize patterns and trends and make predictions based on given information
- Identify and analyze the science within societal contexts and its connection to technology and its influences
- Explain the role of humans and the impact of personal decisions on the future of the global ecosystem
- Use technology to investigate the natural world, including the simulation of physical phenomena, biological processes, and scientific events
**Upper School Science**

**REQUIRED COURSES**

**Grade 9: Biology**
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).

**Topics:**
- Ecology: comparative ecosystems through field study, cycles, and human impact
- Evolution: hominid evolution and natural selection
- Genetics: DNA structure and function, chromosomal traits and disorders, and heredity
- Cancer and cell division: meiosis, mutations, cellular clocks
- Neurobiology: neurotransmission, drug and chemical impacts on the brain
- Microbiology: protists, bacteria, fungi, and immunology
- Reproduction: male and female reproductive structures, birth control, STIs
- Plant biology: photosynthesis and energy transfer

**Grade 10: Chemistry (OR Conceptual Chemistry)**
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).

**Topics:**
- Atomic structure and periodicity
- Molecules, compounds, and chemical bonds
- Chemical reactions: types of reactions, writing balanced chemical equations
- Significant figures, unit conversions, and THE MOLE
- Chemical quantities: percent composition, empirical and molecular formulas, and stoichiometry
- Gases: properties, gas laws, and stoichiometry
- Concentrations and properties of solutions, pH
- Thermodynamics: calorimetry and enthalpy changes in chemical reactions
- Chemical kinetics

**Grade 10: Conceptual Chemistry (OR Chemistry)**
The first trimester is spent acquiring 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).

**Topics:**
- Atomic structure and periodicity
- Molecules, compounds, and chemical bonds
- Chemical reactions: types of reactions, writing balanced chemical equations
- Water and solutions: polar and non-polar molecules, solubility, moles, grams, and molarity
- Gases: kinetic theory, and the relationships between pressure, temperature, volume, and amount of gases
- Kinetics and thermodynamics: endothermic and exothermic reactions, and factors that affect the rate of reactions
- Electrochemistry: electron transfer and electrochemical energy
- Nuclear chemistry: types of nuclear decay and nuclear power
- Forensics: using chemistry to solve a crime

continued
### Upper School Science continued

#### Environmental Chemistry – Honors Course
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. Texts and lab manuals provided by the teacher.

#### Physics – Honors Course
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.

**Topics:**
- Measurement and quantitative methods
- Accelerated motion
- 2D motion
- Forces and Newton's laws of motion
- Static equilibrium, internal forces, and structures
- Heat and thermodynamics
- Work and energy
- Wave motion and sound
- Electricity and magnetism
- Electromagnetic spectrum, including light
- Project-related skills, including engineering drawing and project management

#### AP Physics I
AP Physics I 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 I 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 I are required to complete a placement test evaluating mathematical and problem-solving skills. 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. Text: *College Physics*, 8th Ed., Serway and Vuille.

**Topics:**
- 1-D Kinematics
- 2-D Kinematics
- Newton's Laws of Motion
- Newton's Universal Law of Gravitation
- Work and Energy
- Linear Momentum
- Rotation and Angular Momentum
- Simple Harmonic Motion
- Wave Behavior and Sound
- Electrostatics
- Simple DC Circuits
- Light and Geometric Optics

#### General Physiology – Honors Course
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. Texts: *Surviving the Extremes*, Kamler; *The Man Who Mistook his Wife for a Hat*, Sacks.

**Topics:**
- Neuroscience: brain and transmission of impulses
- Cardiopulmonary: high altitude and underwater pressure effects on heart and lungs
- Immunology: Study of epidemiology, how our body responds to infection and disease, blood composition
- Digestion: metabolism
- Muscular/skeletal system: kinematics, energy use, design, and movement
ELECTIVES

Small World Initiative – Honors Course
CA has been given the opportunity to be part of the Small World 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 in 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 are asked to present at the annual Microbiology Conference. As a bonus, students get a lab coat, some scientific goggles, and exposure to bacteria.

Advanced Biology – Honors Course
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. Students create their own lab investigations, present their results, and defend their conclusions. They 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. Students may use the Small World Initiatives course as a project for trimester three of Advanced Biology. Text: Biotechnology: A Laboratory Skills Course, Brown.

Topics:
- Solutions: % by mass and % by volume and molarity, serial dilutions, column chromatography
- Microbiology: Making media for culturing bacteria, Koch’s Postulates studies, transformation of bacteria with a plasmid, plasmid purification
- Genetics: Restriction digestion analysis of Lambda DNA, forensic DNA fingerprinting, GMO detection using PCR, detection of the human PV92 Aloo insertion
- Proteinomics: Protein quantitation using the Bradford Assay, SDS-PAGE of Fish Muscle Tissue
- Independent Research: Students choose in groups of two or an individual, a specific area of study from the first part of the year and expand on an original lab or design an entirely new research project using the equipment they’ve been taught to use. Students design everything from the original question to the procedure to the method of presentation. Each group presents after nine weeks of research to their peers to defend their findings.

AP Chemistry
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. 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 may choose between a final exam and a final project to conclude the year. Text: Chemistry, 11th Ed. update, Chang.

Topics:
- Chemical reactions, stoichiometry, limiting reagents, and percent yield
- Chemical equilibrium
- Properties of acids and bases, acid-base equilibrium, titration
- Atomic structure and periodic trends
- Molecules and bonding, bond theory, molecular structure
- Intermolecular forces, bond enthalpy, and lattice energy
- Chemical kinetics, nuclear chemistry, reaction rates, and integrated rate laws
- Thermodynamics, spontaneity of chemical reactions, and the driving forces (enthalpy and entropy)
- Electrochemistry and redox reactions
- Organic chemistry
- Properties of solutions

AP Physics C
AP Physics C is a calculus-based, second-year physics course covering classical mechanics, electricity, and magnetism. The curriculum is designed to deepen student 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. Students enrolled in this course are required to take both the AP Physics C Mechanics and Electromagnetism exams. Text: Fundamentals in Physics, 9th Ed., Halliday, Resnick, Walker.

Topics:
- Kinematics
- Newton’s Laws of Motion
- Work and Energy
- Linear Momentum
- Rotation and Angular Momentum
- Static Equilibrium
- Law of Universal Gravitation
- Simple Harmonic Motion
- Electrostatics I – Coulomb’s Law
- Electrostatics II – Gauss’s Law, Electric Fields, Capacitance
- DC Circuits
- Magnetostatics
- Magnetic Induction
- Maxwell’s Equations
Upper School Social Studies

Upper School students are required to take three years of Social Studies. The Freshman course, titled *Global Perspectives in the 21st Century*, helps students gain perspective on the modern global society through exploring humankind’s past and points of view. The Sophomore course, *United States History*, takes students in depth to major themes of American history and culture through the lenses of literature, historical writing, music, art, film, poetry, architecture, and the U.S. political economy. Juniors and Seniors may choose three trimesters of study from among the many social studies electives offered which span subjects from many continents, time periods, and philosophical threads throughout history.

The Social Studies program in the Upper School emphasizes the acquisition and development of the following skills:

- student agency and curiosity
- analytical thinking that results in critical reading and writing
- clear and creative expression of ideas across formats
- inquiry and research involving primary and secondary sources

**FRESHMAN/SOPHOMORE - REQUIRED COURSES**

**Grade 9: Global Perspectives in the 21st Century**
As a record of human endeavor, the history of the world comprises a vast body of knowledge that is an important context for understanding the modern world. Sorting through the diverse global perspectives that inform this body of knowledge requires careful analysis. In this course, students engage in self-directed surveys of world history as they explore the points of view that help them develop nuanced and purposeful understandings of humankind's past. To practice and grow their cognitive skills, students learn and use the design-thinking process developed at IDEO and Stanford University to engage in analyses and problem solving as a part of navigating the complexities of the world. To demonstrate what they learn, students complete a variety of inquiry-based projects. Texts: *Glossary of World History*, *The 5 Elements of Effective Thinking*, Burger & Starbird; various supplementary readings.

**Topics:**
- Historiography and Culture
- Historical Narratives and Chronologies: Student Generated from a Curated Glossary of World History
- World Religions
- Global Citizenship Across Time and Culture
- Self-Organized Learning
- Worldviews
- Globalization and the Postmodern World
- Global Communities and Innovation
- Design Thinking

**Grade 10: United States History**
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. Text to be determined.

**Trimester 1 Topics:**
- Founding
- Colonies
- Revolution
- Constitution
- Jeffersonian Republic
- Jacksonian Mass Democracy

**Trimester 2 Topics:**
- Manifest Destiny
- Civil War
- Reconstruction
- Gilded Age
- Empire and Expansion

**Trimester 3 Topics:**
- Progressivism: Theodore Roosevelt
- Woodrow Wilson
- Roaring ’20s
- Great Depression and FDR
- WWII
- 1950s
- 1960s

continued
Upper School Social Studies continued

**JUNIOR/SENIOR - FULL YEAR ELECTIVES**

**Requirement: 3 trimesters of electives to be completed during Junior and Senior year**

**AP Advanced European Studies**
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 nine 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. Text to be determined.

**Topics:**
- Confronting the rationale behind studying the history of a continent
- Europe of the late Middle Ages
- Renaissance & Reformation
- Europeans and the New World
- The Rise of the Nation-State
- A Scientific View of the World
- Absolutism as a political construct
- The French Revolution
- The Industrial Revolution
- The Revolutions of 1848
- The Rise of “isms” in Europe
- The Colonial Age and the Scramble for Africa
- World War I
- The Inter-War Years
- World War II
- The Cold War

**AP Human Geography**
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.; supplementary texts to be determined.
### Upper School Social Studies continued

#### JUNIOR/SENIOR - TRIMESTER ELECTIVES

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<td><strong>American Prohibition: War on Alcohol, Drugs, and Crime</strong> – Honors Course</td>
<td><strong>The Cultural History of Rock ‘n’ Roll</strong> – Honors Course</td>
<td><strong>The Aztecs and Their Legacy</strong> – Honors Course</td>
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<td>This course examines 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 via 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. Students 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 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 addresses 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, students 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. Text to be determined.</td>
<td>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 ushered in an entirely new genre of music that quickly supplanted 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 one find in a close examination of this musical form? Text to be determined.</td>
<td>The legacy of the Aztecs echoes in contemporary urban and cultural traditions today. An empire as vast and complicated as Rome, the Aztec capital, Tenochtitlán (now Mexico City) amazed the Spaniards upon their 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, Hemán Cortés, Cuauhtémoc, and the legendary Quetzalcoatl. Texts: <em>The Aztecs, Townsend; Malinche, Esquivel</em>.</td>
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<td><strong>The Cultural History of Jazz</strong> – Honors Course</td>
<td><strong>Haiti: A Difficult Past with an Optimistic Future</strong></td>
<td><strong>The Cultural History of Hip Hop</strong> – Honors Course</td>
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<td>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. Text to be determined.</td>
<td>The past shapes the future. To come to better know and understand, one must not just know something of the past, but one needs to know how that past shaped and created the present. This exploration of the 200-year history of Haiti follows the principle above. By exploring Spanish occupation of Hispaniola and French colonization in the Caribbean, students discover the foundations upon which Haiti was founded. In addition, they move past historical analysis to get better understanding of the art, culture, religion, family life, and other aspects of the reality of Haiti. Through understanding Haiti’s past, recognizing its current troubled state, students can use the power of innovation to address the issues which have plagued the country for decades. Students have the opportunity to travel to Haiti as part of an ongoing partnership with a sister school in the central plateau. Text: <em>Krik? KraK!, Edwidge Danticat</em>.</td>
<td>On the short list of cultural constants in the modern American experience is a veritable fountain of musical creativity which can 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. 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. Text to be determined.</td>
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<tr>
<td><strong>Politics in the Age of Obama and Trump</strong> – Honors Course</td>
<td><strong>Economics: Concepts and Choices</strong> (PDF provided).</td>
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<td>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. Text to be determined.</td>
<td>In the world we live in, the basic principles of economics, supply, demand, and price are all around us. We see the “invisible hand” of market forces in our day-to-day lives, yet we know very little of how an economy functions. To that end, when economic disaster hits, the average citizen is unaware of the repercussions of financial collapse. Students learn and understand how government policies use supply, demand, and price to influence the decisions we make. We also explore seismic economic calamities to better understand the environment which had to exist, the impacts of the aftermath on the global economy, and how the power of understanding can impact the future. Text: <em>Economics: Concepts and Choices</em> (PDF provided).</td>
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## JUNIOR/SENIOR - TRIMESTER ELECTIVES

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<th>TRIMESTER 1</th>
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<td><strong>Gender Studies – Honors Course</strong></td>
<td><strong>The Supreme Court: History, Conflict, and Law – Honors Course</strong></td>
<td><strong>We Will Bury You: A History of the Cold War – Honors Course</strong></td>
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<td>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 their own day-to-day lives. Texts: <em>Gender Through the Prism of Difference</em>, eds., Zinn, Hondagneu-Sotelo, Messner; and other readings.</td>
<td>The Supreme Court typically has the final word on the meaning of the Constitution. Using the Constitution and the <em>Federalist Papers</em> as their guide, the justices navigate their way through complex questions of law. We 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. We 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. Text: teacher prepared materials. <strong>Topics:</strong></td>
<td>In the final third of a trilogy of courses on global conflict in the 20th century, we turn students’ 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 Secretary 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, students attempt to unravel the various events that inform this troublesome span of nearly all the decades of the previous century. The course closes by considering the legacy of this period and how it may continue to offer lessons for current circumstances. Text to be determined.</td>
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<td><strong>The Great War – Honors Course</strong></td>
<td><strong>Vietnam – Honors Course</strong></td>
<td><strong>The History of Persuasion – Honors Course</strong></td>
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<td>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. Text to be determined.</td>
<td>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 discussion of the impact of the war on the American mind. Text to be determined.</td>
<td>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 <em>Salesman, Tin Men, Baby Boom, Fences, Joy,</em> and <em>Glengarry Glen Ross</em> also provide important context. Text: <em>The Shame of the Nation: The Restoration of Apartheid Schooling in America</em>, Kazol.</td>
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Upper School Social Studies continued

**JUNIOR/SENIOR - TRIMESTER ELECTIVES**

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<td><strong>Punishment, Politics, and Culture – Honors Course</strong></td>
<td><strong>World War II – Honors Course</strong></td>
<td><strong>Politics in the Age of Obama and Trump – Honors Course</strong></td>
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<td>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? Text to be determined.</td>
<td>As the second course 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. Text to be determined.</td>
<td>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. Text to be determined.</td>
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**The War on Terror – Honors Course**

This course studies the rise of fundamentalist al Qaeda and the roots of Islamic terrorism in the late 20th century. Students also examine the response to 9/11 by the Bush Administration and the continuing impact of the War on Terror on American society and U.S. foreign policy. Text to be determined.

**JUNIOR/SENIOR - OTHER FULL YEAR ELECTIVE**

**Requirement: 3 trimesters of electives to be completed during Junior and Senior year**

**AP Economics (Grade 12)**

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. Students enrolled in this course are required to take the AP Macroeconomics exam. Text: *Krugman’s Economics for AP*, Krugman.
Upper School Global Languages

Three years of the same global language are required in Upper School. The Global Language program in the Upper School emphasizes the acquisition and development of the following skills:

- **Communication** is at the heart of second language study, focusing on the linguistic and social knowledge required for effective interaction. “Knowing how, when, and why to say what to whom” encompasses the ultimate goal to communicate in meaningful and appropriate ways.
  - Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Students understand and interpret written and spoken language on a variety of topics.
  - Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- **Cultures**
  - Students demonstrate an understanding of the relationship between the practices, products, and perspectives of the culture studied.

- **Connections**
  - Students reinforce and further their knowledge of other disciplines through the foreign language.
  - Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

- **Comparisons**
  - Students demonstrate understanding of the nature of the language and the concept of culture through comparisons of the language and culture studied and their own.

- **Communities**
  - Students use the language both within and beyond the school setting.
  - Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.
Upper School Global Languages continued

CHINESE

Chinese I
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. Text: *Integrated Chinese, Vol 1, 4th Ed.*, Cheng and Tsui.

Chinese III
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. Text: *Integrated Chinese, Level 2 Part 1, 3rd Ed.*, Cheng and Tsui.

Chinese II
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. Text: *Integrated Chinese, Vol 2, 4th Ed.*, Cheng and Tsui.

Chinese IV
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 also are 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. Text: *Integrated Chinese, Level 2 Part 2, 3rd Ed.*, Cheng and Tsui.
### CHINESE

**Chinese: AP Language and Culture**

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. Students 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.


### FRENCH

#### French I

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 and video 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

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 in the classroom, providing students with opportunities to use the language in a variety of ways. Assessments of student progress encompass, but are not limited to, written tests and quizzes, oral interviews, compositions, and daily participation. Text: Espaces, Vista Higher Learning.

#### French III

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. Assessments of student progress encompass, but are not limited to, written tests and quizzes, oral interviews, compositions, and daily participation. Text to be determined.

#### French: AP Language and Culture

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). This course is structured around six themes: Global Challenges, Personal and Public Identities, Science and Technology, Beauty and Aesthetics, Contemporary Life, 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. Students enrolled in this course are required to take the AP exam. Texts to be determined.

#### French: Advanced Seminar – Honors Course

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). Texts to be determined.

**Trimester I – La Culture contemporaine (Contemporary Culture):** Students explore contemporary culture in France and French-speaking countries. They learn about the French education system from pre-school to university; traditional holidays and festivals; the political system; and current events.

**Trimester II – Les Beaux-arts et les héritages collectifs (Fine Arts and Cultural Heritage):** Students learn about French culture and civilization through the study of various French artists and their works. Texts, films, and recordings incorporating music, painting, sculpture, poetry, and other literary forms, are used. The students also study folklore and the importance of fables and storytelling both in the European and West-African traditions. They learn about cultural heritage in several ways, ranging from reading a medieval story and watching its interpretation in a classic French film of the 1940s, to discussing social commentary in articles, and listening to musicians express their opinions through traditional and contemporary songs.

**Trimester III – Littérature francophone, adaptations cinématographiques, et écriture d’invention (Literature from the French-speaking world, cinematic adaptations, and creative writing):** This is an in-depth study of a play, a novel or short stories, poetry, and a corresponding film adaptation. Students also have the option of creating a short story, a play, or poems.

#### French: Senior Capstone – Honors Course

This advanced class is open to students who have taken both Advanced Seminar and AP and who would like to pursue their interests in French Culture, Cinema, and Literature. The thematic focus of the course evolves organically in response to student interests. Units of study may include a survey of French Literature or a survey of French Cinema, a focus on contemporary French-speaking literature and its cinematic adaptations, or any aspect of French politics, culture, or language. Students speak and write authoritatively and insightfully in French about each of the year’s themes. Texts and resources to be determined.

#### French: Intermediate Conversation and Composition

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. Text to be determined.

**Trimester I: La Culture contemporaine**

- Students will explore current trends in French culture, including the influence of the internet and social media.

**Trimester II: Les Beaux-arts et les héritages collectifs**

- Students will study contemporary art and its influence on French society.

**Trimester III: Littérature francophone, adaptations cinématographiques, et écriture d’invention**

- Students will analyze contemporary literature and its cinematic adaptations.
Upper School Global Languages continued

**Spanish for Heritage Speakers – Honors Course (second year)**
This 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, and 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, 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. Student 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. Text to be determined.

**Spanish I**
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. Text to be determined.

**Spanish II**
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 supplement the textbook. Text to be determined.

**Spanish III**
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. Text to be determined.

**Spanish IV: Intermediate Conversation and Composition**
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. Text to be determined.

**Spanish: Advanced Seminar - Honors Course**
Students who complete this yearlong course have had intensive and nuanced practice in all areas of language acquisition (speaking, reading, listening, writing) and have broadened their knowledge of Spanish and Spanish-speaking cultures through a variety of authentic sources (written 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 Diversity of the Spanish-Speaking world; Children’s and Young Adult Literature; Film and Fiction in Latin America and Spain; 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. This course may be taken by eligible language students either before or after the AP course. Texts to be determined.

**Spanish: AP Language and Culture (AP I)**
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 Spanish Language Exam. Students enrolled in this course are required to take the AP exam. Texts/Resources: Triángulo Aprobado, 2nd Ed., Wayside Publishing; Una Vez Más, 3rd Ed., Pearson.

**Spanish: AP Literature (AP II)**
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. Students enrolled in this course are required to take the AP exam. Text: Azulejo, Wayside Publishing.
Upper School Computer Science/Engineering & Design

Beyond STEM, Computer Science/Engineering & Design require innovative ways of thinking, creating, and integrating technology with the real world.

Computer Science & Computational Thinking: Computer Science is a valuable asset to every student’s formal education. The impact of computer science has been felt in nearly every discipline. Students today should not just consume technology, but be able to understand, control, and make the technology work for them. The four cornerstones of Computational Thinking are decomposition, pattern recognition, abstraction, and algorithms. These powerful problem-solving principles can be integrated into any discipline and prepare students for the types of problems that are often encountered in the digital world. Learning the foundations of programming and computational thinking gives students an essential tool for turning innovative ideas into reality.

Innovation & Design: Throughout human history, progress has been associated with innovation. Today, more than ever, we have direct access to the knowledge and the tools that enable us to readily bring innovative ideas to fruition. The skillful use of the Design Thinking process, in conjunction with technical design skills, allows students to see and understand real-world problems more clearly and to use their imaginations in creatively developing impactful solutions and implementing them in the world.

Design & Fabrication: 2D and 3D design software and modern fabrication technologies, such as 3D printers, laser cutters, and other computer-controlled machines, give students the opportunity to readily design, evaluate, test, and produce their own inventions with relative ease. Using essential design and engineering methods in combination with fabrication tools enables students to create playful designs and implement future solutions for needs within our community and the world.

Physical Computing: Physical computing, sometimes in the form of robotics, is the integration of computer science with mechanical design to create functional systems that can sense and interact with people and the environment. By using both software and hardware to sense and respond to the analog world, almost anything is possible in terms of the amazing and innovative projects that can be devised, designed, and constructed. Physical computing takes a hands-on approach to designing, building, and implementing systems that incorporate microcontrollers such as Arduinos or small computers such as the Raspberry Pi.
### Upper School Computer Science/Engineering & Design

#### INTRODUCTORY TRIMESTER ELECTIVES

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<tr>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
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<tr>
<td><strong>App Design and the Internet of Things</strong></td>
<td>This trimester course is a gentle and fun introduction to some exciting Computer Science topics. Students learn to design and create simple web apps in Code.org’s App Lab, using event-driven JavaScript programming. In the second half of the course, students experiment with connecting their apps to hardware using a Circuit Playground Arduino board with several integrated sensors, LED lights, and sound output. In this course, students develop awareness of important Computer Science principles, such as programming, software–hardware interaction, and conceptual and formal design models. <em>This course does not count as a prerequisite for AP Computer Science A.</em></td>
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<tr>
<td><strong>Introduction to Programming with Python</strong></td>
<td>This trimester course is intended for motivated students who are interested in learning the Python programming language. Students develop interactive applications with Python, a language that was developed to be easy to use and fun to learn. By the end of the course, students understand basic control structures (sequential, loops, branching) and become proficient with the syntax of a popular, high-level language. Programming labs, in-class activities, journals, and quizzes are sources of assessment, and the final involves building a game or useful application with Python.</td>
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<tr>
<td><strong>Greenfoot Game Design and Physical Computing</strong></td>
<td>This trimester course focuses on the basics of Java programming, such as classes, objects, and methods, through the creation of 2-D games in the Greenfoot interactive environment. The course also provides a brief introduction to physical computing through systems that can capture information from the physical world. Students new to computer science gain extensive programming experience in this hands-on, project-oriented course.</td>
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<tr>
<td><strong>FabLab: Intro to the Engineering Design &amp; Fabrication Lab</strong></td>
<td>In this hands-on, project-based course, students 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, students 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 is focused on manual skill and the designing and fabricating of projects by hand. In the second half of the trimester, students apply and build upon these skills within the digital realm, using 2D CAD software and the laser cutter/engraver to design and precisely fabricate their original, functional designs.</td>
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<td><strong>Robotics Playground</strong></td>
<td>In this project-based course, students design and build working prototypes of autonomous and interactive electronic systems (i.e., robots) using Raspberry Pi’s. 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.</td>
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<td><strong>Audio Engineering</strong></td>
<td>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. This is a 2-trimester class. Students may enroll for the first trimester only, but priority is given to those enrolling in both trimesters.</td>
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<tr>
<td><strong>Performance Innovations</strong></td>
<td>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 create and showcase performance art. The full year course gives students an opportunity to develop and focus their own personal artistic personalities. Students create and showcase a performance piece before Winter Break. In so doing, students become proficient in metal and woodworking. One more major project is presented in the spring. Students learn to program in Python and become proficient in robotics to create reactive and expressive physical objects. To provide context for “outside-the-box” artistic self-expression, students also engage with the historical context, events, and ongoing artistic impacts of two renegade, fiercely independent artistic movements. Classes are held in several locations, including Froelicher Theatre, Innovations Lab, Raether Computer Science Lab, Ponzio Arts Center, and Schotters Music Center. Guest and faculty speakers provide steady input. Students may engage with local performance artists in the Denver area, and one overnight field trip to Santa Fe, New Mexico or Flagstaff, Arizona is tentatively planned. There is no previous experience necessary for this class.</td>
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#### INTRODUCTORY FULL YEAR COURSES

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<tr>
<td><strong>AP Computer Science Principles</strong></td>
<td>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. Curriculum: Code.org Curriculum for Computer Science Principles.</td>
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*continued*
### ADVANCED COMPUTER SCIENCE FULL YEAR COURSES

**AP Computer Science A**
This course covers the Advanced Placement Computer Science A curriculum and focuses on the Object-Oriented Programming language of Java. Topics include the essentials of OOP, classes, methods, graphics, input/output statements, statements, loops, arrays, searching, and sorting. In addition, students study several case study projects, which provide a graphical environment in which students can experiment with different types of objects and observe how programming changes affect the behavior of those objects. These case studies are designed and provided by the College Board. The emphasis of this course is on problem solving, software engineering, and ethics. Students learn systematic ways of breaking down problems 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. Students enrolled in this course are required to take the AP exam.

**Advanced Computer Science and Data Structures**
This course covers advanced programming topics with an emphasis on data structures (sets, maps, stacks, queues, lists, and trees). Algorithm efficiency (Big-O) is an integral part of learning each data structure. In addition, we look at advanced programming algorithms such as sorting, searching, and recursive arrays. Students advance their knowledge of the language of Java and their programming skills. Only students with an advanced level of programming experience should enroll in this course. The course covers second-semester college-level material beyond the AP Computer Science A course.

### ADVANCED COMPUTER SCIENCE/ENGINEERING & DESIGN TRIMESTER ELECTIVES

**Programming with Swift**
This course is intended for motivated students who are interested in learning Swift, the powerful programming language for iOS (iPhones & iPads). Guided by best practices, students develop fluency with syntax, object-oriented principles, and problem solving in programming. The primary learning outcome for this course is that students are able to design and create iOS apps.

**3D Digital Design & Fabrication**
In this course, students expand upon their 2D design knowledge and skills and begin working with 3D design and fabrication techniques. They learn to how to design and 3D print models and prototypes, create 3D scans of physical objects, use digital sculpting tools, and to incorporate 3D models into larger designs, both functional and artistic. Students become proficient with SolidWorks 3D modeling software as a tool for planning and simulating 3D models and assemblies, and they use Aspire CAD/CAM software and the 3D CNC mill to design and fabricate their own large-scale functional designs. At the end of the course, students leave with finished projects, as well as a comprehensive digital portfolio with all of their design files, plans, notes, and photos of finished work.

**Engineering Design Lab**
This course 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, students take on new design challenges (e.g., bridges, human-powered vehicles, or siege weapons), use new tools and processes (e.g., welding and metalworking), 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 students’ choosing.

**Human-Centered Design**
In this project-based course, students explore, investigate, and address compelling needs within their community and the world. Based upon their observations and human-focused research, they collaboratively identify a problem, design a solution, plan and manage the project, build and test prototypes, evaluate and redesign solutions based upon feedback and, ultimately, implement the optimal solution that they have designed. There is emphasis on identifying significant real-world problems, working closely with clients, and designing solutions that improve the lives of community members or groups in need. Students’ personal passions and interests, however, determine their specific area of focus and the projects that they choose to adopt. This course may serve well as a venue and support system for completing an extracurricular service or community-impact project.
DATA SCIENCE TRIMESTER ELECTIVES

Introduction to Probability and Randomness - Cross-registration/credit with Mathematics Department
Students in this trimester course use Python and the Numpy library to explore probability, randomness, and chance. They start by counting possible outcomes in real-life situations, and use Python code to generate and sort lists of outcomes and look for patterns. They derive and explore important ideas about combinations and permutations of elements. Students investigate the myth of a “hot hand” and see whether hitting free throws in a basketball game can be modeled as a random event, a weighted coin toss, or if the previous missed or made shot has an effect on the current shot. They use Python to build increasingly complex simulations of phenomena with random inputs and see how simulations are becoming an increasingly important tool for learning about the world.

Introduction to Statistics and Data Science - Cross-registration/credit with Mathematics Department
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 and 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 models built from data. 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.

Data Analytics with Excel, SQL, and Tableau - Cross-registration/credit with Mathematics Department
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).

"We believe that CA has an enlightened approach to learning …. We want our son to pursue every question he has, to be encouraged to find his place in the world, and to act from that platform. We believe CA is the perfect place for this type of thinking and activity."

— Prospective CA Family
Upper School Visual & Performing Arts

The extensive program in the Visual and Performing Arts at Colorado Academy allows students to discover, practice, polish, and present their chosen art form from beginning steps to portfolio and public performance levels. The four areas in which students may explore and refine their art and craft are: the Department of Theater, which includes acting, directing, and technical theater; the Department of Visual Arts, which includes studio art, digital photography, digital video, digital art and design, and architectural drawing; the Department of Music and Dance, which includes choir, dance, instrumental ensembles and orchestras, and audio engineering; and the Department of Graphic Design and Publication, which includes yearbook. Private instruction is available in both vocal and instrumental music for students of all skill levels; however, private music lessons do not receive arts credit. Departmental requirements are two full years (six trimesters) of arts classes during Upper School; AND at least one trimester of arts credit each year (even if the student has already completed six trimesters of arts).

It is recommended that students fulfill as much of the arts requirement as possible during their Freshman and Sophomore years.
## Upper School Visual & Performing Arts

### DEPARTMENT OF THEATER

#### Acting/Scene Study I
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 using the Sanford Meisner approach to scene study, 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 and Conservatory study.

#### Acting/Scene Study II (III, IV)
This course takes the groundwork established in first year Acting to a more advanced and mature level of understanding and practice. Scene work assignments are determined according to the level of student readiness. Process-oriented, these trimesters are a focused training component of the Conservatory program. Students perform works in progress through Lunch Time Theater and other venues.

#### Musical Theater
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 genre style, using songs from shows ranging from *Oklahoma* to *Rent*. Students are encouraged to choose their attention on the other person. It is the training ground for all advanced work and Conservatory study.

#### Acting for the Camera
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, an on-camera director, and the unique demands and environment of a studio setup. Students also 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.

#### Theater Practicum
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.

#### Directing I and II
This course is a practicum for learning approaches to directing for the stage and trains students how to see a script and stage it as a director, including analysis of text, original theater, communicating one’s vision to actors, and how to transform scenes to the stage physically and emotionally. Students workshop with advanced acting classes and jury each other. Select scenes are presented to the school community through a Lunch Time Theater venue. Students in Directing II may propose a longer directing project.

#### Technical Theater I (II, III, IV)
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 solid working experience from plans on paper to stage execution. 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, mechanical drawing, and computer-generated design.

#### Directing I and II
This course is a practicum for learning approaches to directing for the stage and trains students how to see a script and stage it as a director, including analysis of text, original theater, communicating one’s vision to actors, and how to transform scenes to the stage physically and emotionally. Students workshop with advanced acting classes and jury each other. Select scenes are presented to the school community through a Lunch Time Theater venue. Students in Directing II may propose a longer directing project.

#### The Conservatory of Theater
This is the focused performing/acting ensemble of the school. It is an advanced level production/performance practicum open for audition to all students who wish to commit to artistic study on this level and who have fulfilled the prerequisite of Acting/Scene Study I. New students who are simultaneously enrolled in both classes automatically receive Conservatory credit. If a student cannot fit Acting I into his or her schedule and wishes to audition for a production, the after-school participation counts as one trimester of Acting I. This course takes place in extended curriculum three days per week and includes a tech week prior to production, a set number of Sunday rehearsals determined by the needs of a particular play, as well as the performance runs and post-production debriefing.

Conservatory trains students in all aspects of theater production, including performance and crew work. A student may take this class with a Tech Theater concentration for any given trimester in lieu of performance. The three trimesters offer a rigorous experience in a main stage non-musical production during trimester one, a main stage or black box non-musical production during trimester two, and the annual musical on the main stage, as well as a smaller non-musical black box production during the third trimester. This course also includes a scholarly article discussion component with the purpose of providing students with an aesthetic vocabulary for discussing art. This Conservatory of Theater is considered an advanced level honors program in the art, intellect, and practicum of theater study.

#### Performance Innovations
Cross-registration/credit with Computer Science, Engineering & Design Department, see p. 24.
### Upper School Visual & Performing Arts

**DEPARTMENT OF VISUAL ARTS**

<table>
<thead>
<tr>
<th>Studio Art I</th>
<th>Studio Art II</th>
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<tr>
<td>Studio Art I classes offer a strong basic foundation in the traditional disciplines of the visual arts: drawing, painting, printmaking, and sculpture. Emphasis is 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.</td>
<td>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. A resource book, a record of both visual and verbal process to be reviewed by the instructor, is required for all three trimesters.</td>
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<tr>
<td><strong>TRIMESTER 1: Emphasis on Two-Dimensional Design</strong> through drawing (pencil, pastel, charcoal), and through mixed-media techniques such as ink, paint, and collage.</td>
<td><strong>TRIMESTER 1: Understanding Graphics</strong> – Advanced two-dimensional design, life drawing foundation, pencils, pastel, charcoal, pen and ink. Students explore drawing and painting techniques in media of their choice.</td>
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<td><strong>TRIMESTER 2: Emphasis on Painting and Printmaking</strong> through a variety of media and techniques, including watercolor, acrylic, encaustic, monoprint, relief, and intaglio, with drawing for preparation. Taking drawing first is recommended, but not required.</td>
<td><strong>TRIMESTER 2: Image as an Outgrowth of Media</strong> – Emphasis on painting and printmaking, with work in one or more of these areas: painting, collagraph, woodcut, monoprint, or intaglio, with drawing as preparation.</td>
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<td><strong>TRIMESTER 3: Emphasis on Concept-Based Art</strong> through an open studio setting. Artists are given concepts to pursue and the choice to solve the challenges two-dimensionally or three-dimensionally. This is also known as the choice-based environment called TAB (teaching artistic behaviors).</td>
<td><strong>TRIMESTER 3: Exploring Expression 2D or 3D</strong> – Advanced two-dimensional or three-dimensional design; artists solve challenges in a variety of media, drawing, painting, mixed media, or sculpture.</td>
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<tr>
<th>Studio Art III</th>
<th>Advanced 2D Art</th>
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<td>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 his/her work with an understanding of the major contemporary art movements, and include research into a particular artist’s or group of artists’ work. Emphasis is on an analytical approach to the solution of aesthetic problems. A resource book, a record of both visual and verbal process, to be reviewed by the instructor, is required for all three trimesters.</td>
<td>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 strengthens and develops 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.</td>
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<td><strong>TRIMESTER 1: Emphasis on Experimental Media in two dimensions</strong>, including drawing, painting, and mixed media.</td>
<td><strong>TRIMESTER 1: Understanding Graphics</strong> – Advanced two-dimensional design, life drawing foundation, pencils, pastel, charcoal, pen and ink. Students explore drawing and painting techniques in media of their choice.</td>
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<tr>
<td><strong>TRIMESTER 2: Emphasis on Experimental Media in two and three dimensions</strong>, including painting, printmaking, relief and intaglio processes, additive or reductive sculpture in plastic, ceramics, metals, or fibers.</td>
<td><strong>TRIMESTER 2: Image as an Outgrowth of Media</strong> – Emphasis on painting and printmaking, with work in one or more of these areas: painting, collagraph, woodcut, monoprint, or intaglio, with drawing as preparation.</td>
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<tr>
<td><strong>TRIMESTER 3: Independent Topics</strong> – With permission of the instructor, students may design independent art projects in a variety of media.</td>
<td><strong>TRIMESTER 3: Exploring Expression 2D or 3D</strong> – Advanced two-dimensional or three-dimensional design; artists solve challenges in a variety of media, drawing, painting, mixed media, or sculpture.</td>
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<th>Ceramics</th>
<th>Introduction to Architectural Drawing</th>
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<td>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.</td>
<td>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.</td>
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<tr>
<th>Digital Art &amp; Design</th>
<th>Digital Photography I: Intro to Digital Photography</th>
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<td>This course explores imagery, text, and color in digital media using Adobe Creative Suite programs, including Illustrator and Photoshop. Students 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.</td>
<td>Someone once said, “Buying a Nikon doesn’t make you a photographer, it makes you a Nikon owner.” In the same way, owning a computer and digital camera doesn’t make you a digital photographer. In the digital age, the once-challenging areas of photo processing and printing are performed quickly and easily with the click of a mouse, but photography itself is an interesting balance between art and technique. In this class, students begin with the basic principles of color and design, learn to select images to manipulate, and use the latest technology to produce digital photos that are both artistically pleasing and technically proficient. Materials: Students must provide a digital camera, portfolio, and sketchbook.</td>
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### Upper School Visual & Performing Arts continued

**DEPARTMENT OF VISUAL ARTS**

**Digital Photography II: Intermediate Digital Applications**
Digital Photography II is an expansion of Digital Photography I. Students build on a solid foundation in creative media applications through the use of sophisticated software, complex digital design and output options, and deeper artistic concepts. In-depth personal and group projects emphasize conceptual digital design through still work, as well as multimedia crossovers in the digital world. Materials: Students must provide a digital camera, portfolio, and sketchbook.

**Digital Photography III: Advanced Digital Applications**
Digital Photography III further develops students' digital media skills. Discussion and assignments focus on composition, aesthetics, and perspective. Students continue to hone computer skills and produce personal and group projects which demonstrate a broad range of technical and artistic proficiency. Materials: Students must provide a digital camera, portfolio, and sketchbook.

**Portfolio Prep Class**
Portfolio Prep is a prerequisite for the Senior Portfolio Class. Students meet during regular art/photo classes. Students prepare for the rigorous 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 to apply for the Senior Portfolio admittance interview. Students petitioning interview with visual arts faculty.

**Senior Portfolio Class**
This advanced-level art course is designed to provide students with a professional-style portfolio of work. Students develop a collection of work and artist’s statement that best represents individual perspective and technical proficiency. An emphasis on personal interest and consistent theme is stressed. Through peer critique, discussion, and reflection on historical and contemporary art, students choose pieces for inclusion in their final portfolios. Opportunities to visit Denver-area galleries and artists are available. The class culminates in exhibitions for each student.

**Digital Video I**
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**
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**
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**
Students 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.

**Portfolio Prep Class: Digital Video**
Portfolio Prep is a prerequisite for the Senior Portfolio Class. Students meet during regular video classes. Students prepare for the rigorous 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 to apply for the Senior Portfolio admittance interview. Students petitioning for Portfolio interview with faculty specializing in Digital Media.

**Senior Portfolio Class: Digital Video**
Portfolio Digital Video is for the serious student of filmmaking and/or digital video production. This course gives the student a professional-style environment to create a capstone project, adding to a body of work that represents his or her unique perspective and technical proficiency. Crafting an artist's statement solidifies the philosophy and intent of the work, be it a documentary, experimental, or narrative short. The class culminates in a solo exhibition and/or screening.
**Upper School Visual & Performing Arts continued**

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<tr>
<td>Portfolio Prep Class</td>
<td>Portfolio Prep Class: Digital Video is for the serious student of filmmaking and/or digital video production. This course builds on the digital video production skills learned in Digital Video II. The class is designed to provide students with the technical proficiency and critical thinking skills necessary to develop, produce, and present a capstone project at the end of the trimester. Students will continue to explore the potential for video as Fine Art, utilizing micro-themes, and deeper artistic concepts. In-depth personal and group projects emphasize conceptual digital art making. Group projects which demonstrate a broad range of technical and artistic proficiency. Materials: Students must provide a digital camera, portfolio, and sketchbook.</td>
</tr>
<tr>
<td>Digital Video III</td>
<td>Digital Special Effects: Adobe After Effects</td>
</tr>
<tr>
<td>Digital Video III</td>
<td>Digital Special Effects: Adobe After Effects</td>
</tr>
</tbody>
</table>

**GRAPHIC DESIGN & PUBLICATION: YEARBOOK**

| Yearbook I-IV | Throughout this course, students plan, design and produce CA’s yearbook, Telesis, which is distributed 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 five 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. Staff members write copy, create yearbook pages, and photograph CA people and events. Lead Editors oversee a team of student editors and staff, assign tasks, and edit finished pages. Senior Editors supervise yearbook production, approve theme and layout plans, assign tasks, and edit pages. Some weekend workdays are required to assist Seniors with Senior Boxes, and attendance at summer yearbook camp is encouraged. 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 cameras are available for student use, but the use of personal digital cameras is encouraged. |
| Women’s Chorus | Women’s Chorus is a non-audition women’s choir that sings a wide variety of repertoire. Classical, folk, pop, and holiday music is studied throughout the year. Music theory is studied weekly, and technical vocal work daily. There is at least one major performance each trimester. Performances are required in order to receive credit for this course. |
| Chamber Choir (Mixed) | Chamber Choir is an audition-based, advanced mixed choir that sings a wide range of challenging repertoire. Classical, folk, pop, and holiday music is studied throughout the year. Concentrated music theory is studied weekly and technical vocal work daily. There is at least one major performance each trimester, and a number of outside performances during the holiday season. Chamber Choir finishes the year by singing for Commencement. Chamber Choir carries a heavier load of performances. All performances, including the holiday season, are required in order to receive credit for this course. |
| Jazz/Hip Hop Dance | Jazz/Hip Hop Dance is a unique opportunity to explore the potential of dance as a performance art form. Students will work on musicality, flexibility, and collaboration through in-class exercises and learned combinations. |

**DEPARTMENT OF MUSIC & DANCE**

| Women’s Chorus | Women’s Chorus is a non-audition women’s choir that sings a wide variety of repertoire. Classical, folk, pop, and holiday music is studied throughout the year. Music theory is studied weekly, and technical vocal work daily. There is at least one major performance each trimester. Performances are required in order to receive credit for this course. |
| Men’s Chorus | Men’s Chorus is a non-audition men’s choir that sings a wide variety of repertoire. Classical, folk, pop, and holiday music is studied throughout the year. Music theory is studied weekly, and technical vocal work daily. There is at least one major performance each trimester. Performances are required in order to receive credit for this course. |
| Chamber Choir (Mixed) | Chamber Choir is an audition-based, advanced mixed choir that sings a wide range of challenging repertoire. Classical, folk, pop, and holiday music is studied throughout the year. Concentrated music theory is studied weekly and technical vocal work daily. There is at least one major performance each trimester, and a number of outside performances during the holiday season. Chamber Choir finishes the year by singing for Commencement. Chamber Choir carries a heavier load of performances. All performances, including the holiday season, are required in order to receive credit for this course. |
| Jazz/Hip Hop Dance | This class explores basic dance technique relevant in classic jazz and hip hop styles. Students work on musicality, flexibility, and collaboration through in-class exercises and learned combinations. |
### Ballet
This class explores ballet technique and its many uses and forms in the dance world. We train classical technique at the barre, in center, and across the floor, and learn combinations, terms, and their meanings through practice and video study. Students who already work on pointe have an opportunity to apply their work during the course of the trimester.

### Tap
This class explores tap techniques as they relate to all styles of music, including pop, rock, rap, musical theater, big band, and jazz, among others. Students work on rhythm, musicality, and articulation of sound in feet. This is done through in-class exercises, learned combinations, and collaborations. This class has the opportunity to perform in the annual dance concert.

### Theater/Broadway Dance
This class explores all styles of dance utilized in Broadway shows. Dancers work on physical style, storytelling, and techniques, as related to different time periods and characters. This is done through in-class exercises, learned combinations, videos, and research.

### Dance for Film
This class explores dance for the camera. Dance can be seen in movies (La La Land, The Greatest Show, Chicago), commercials, and advertisements. The course covers use of angles, effective camera choreography, basic editing, and dancing as a unit, as part of a team of collaborators.

### The Conservatory of Dance (Dance Ensemble of Colorado Academy)
The Conservatory program comprises the Concert Dance Ensemble of Colorado Academy. Steeped in classic technique with a modern/contemporary/jazz dance choreography base, this group is the advanced performing concert company of the school, and admission is by audition only. Students may apply who have studied dance previously and are on an intermediate or advanced level or if they have taken beginning courses in dance at CA and are committed to pushing themselves and participating in a rigorous performance program. The company meets mainly in a scheduled block during the school day with two focused Sunday afternoon rehearsals each trimester. Teachers may also request arranged time after school for students who are willing to participate in solo or small group choreography. Company members who wish to complete a full year of Conservatory work may enroll in the third trimester. If a student is not ready for Conservatory work, he or she may train through the class electives and audition again at a later time. Dance company members are expected to attend all sessions, arrive promptly in proper dress, and commit to focused ensemble work. This company performs in a variety of capacities each year, including assembly performances, outreach opportunities, and at the annual In Concert production.

### Orchestra
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.

### Jazz Ensemble
Jazz Ensemble is a performance group. Students 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.

### Conservatory Jazz
Conservatory Jazz is an audition-only performance group. Students 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 is at least one outside performance.

### Rock Ensemble
Rock Ensemble is a performance group. Students 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.

### Music Theory
The Music Theory course is designed to give students a better understanding of scales, harmony, and rhythm as they relate to the study and performance of different styles of music. Students are expected to have a basic knowledge of reading music and rhythm.

### Rock Orchestra
This is a performance-based class where students learn songs from different eras and styles of pop and rock music. The class focuses on the educational aspects of playing rock music, like theory and ensemble techniques, and we rehearse and perform with a rock band.

### Audio Engineering
Cross-registration/credit with Computer Science/Engineering & Design Department, see p. 24.
Upper School Athletics

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.

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, ice hockey, golf, lacrosse, 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. All athletic programs are graded. Daily attendance, as outlined by the instructor, in all classes and on all teams is mandatory and reflected in the course grade. Daily commitment and focus on the chosen sport or activity are critical to the success of the team and individual.

Independent Athletic Program: Students already participating in athletic programs outside of school may complete a “Petition for Athletic Credit” to determine whether their programs meet the requirements to receive credit. 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 aspect approved by the Athletic Department.

<table>
<thead>
<tr>
<th>Upper School Athletics</th>
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<tbody>
<tr>
<td><strong>TRIMESTER 1</strong></td>
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<tr>
<td>Conditioning (Co-Ed)</td>
</tr>
<tr>
<td>Cross Country (Co-Ed)</td>
</tr>
<tr>
<td>Field Hockey (Girls)</td>
</tr>
<tr>
<td>Football (Boys)*</td>
</tr>
<tr>
<td>Golf (Boys)</td>
</tr>
<tr>
<td>Soccer (Boys)</td>
</tr>
<tr>
<td>Student Athletic Trainer (Co-Ed)</td>
</tr>
<tr>
<td>Tennis (Boys)</td>
</tr>
<tr>
<td>Ultimate Frisbee (Co-Ed)</td>
</tr>
<tr>
<td>Volleyball (Girls)</td>
</tr>
</tbody>
</table>

*Cooperative program with neighboring high school
Upper School Experiential Education/Global Travel & Exchange

CA’s Experiential Education Program is a hands-on, feet-on, and minds-on way to learn about enjoyment of and stewardship for our environment. CA offers outdoor trips as part of the curriculum, through Interim, as well as optional trips for students throughout the school year. As part of our philosophy to develop inquisitive minds and reflective citizens, Colorado Academy faculty and staff offer experiences, both domestic and international, that challenge students emotionally and physically. These opportunities to encounter personal success as well as experience failure are instrumental in creating authentic learning situations that are vital elements of a CA education.

CA offers a variety of domestic and foreign travel opportunities and exchange programs. Our goal is to nurture dynamic thinkers and active citizens of the world with our exchange programs with schools in Scotland, Turkey, and Colombia and annual spring and summer travel options that have taken students to China, the Galapagos Islands, Peru, Cuba, and Iceland. Upper School Exchange Programs include Hutchesons’ Grammar, Glasgow, Scotland; Gimnasio Los Caobos, Chia, Colombia; and Üsküdar American Academy in Istanbul, Turkey, as well as a Sister School Program with St. Patrick’s School in Nordette, Haiti in partnership with The Road to Hope.

### Upper School Experiential Education (Curricular)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Season</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interim</strong></td>
<td>Spring</td>
<td>This is a weeklong immersive experiential program that includes the outdoors, arts, and community engagement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Promotes community building through small group and cross-grade interactions.</td>
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<tr>
<td></td>
<td></td>
<td>- Provides challenging, hands-on experience.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Promotes student leadership through trip planning and execution.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Fosters grit and resilience through physically and psychologically challenging activities.</td>
</tr>
</tbody>
</table>

### Upper School Experiential Education Recent Local Offerings (Optional)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Season</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>South Platte River Fly Fishing</strong></td>
<td>Fall &amp; Spring</td>
<td>Fishermen explore Colorado’s rivers and streams and get a lot of skill practice in patience and attention to detail. Students learn about watershed dynamics, fly-fishing strategy, fly pattern selection, and fish behavior. They learn to cast a fly rod, manage a line, hook and land trout, and take part in a quintessential Western sport.</td>
</tr>
<tr>
<td><strong>Change of Season &amp; Night Photography</strong></td>
<td>Fall</td>
<td>Students spend the weekend exploring the outdoors through the lens of a camera near Woodland Park. They explore the changing foliage and experiment with night photography and light painting. There is time for hikes and exploration. Each evening, students view the day’s photos.</td>
</tr>
<tr>
<td><strong>Rifle Mountain Park Climbing</strong></td>
<td>Fall</td>
<td>Rifle Mountain Park offers the best limestone sport climbing in North America. Rifle is approximately three hours west of Denver, near the town of Rifle, Colo. On this trip, students receive instruction on technical skills, climb spectacular sport routes, camp, and cook meals together. No prior experience is necessary.</td>
</tr>
<tr>
<td><strong>Eldorado Hut</strong></td>
<td>Winter</td>
<td>The Eldorado Hut is located five miles west of Turquoise Lake, near Leadville, Colo. The path into the hut winds through aspen forest for the first mile and gradually zigzags up a ridge on the north side of the lake. At the hut, views from the south window include a panorama of Bald Eagle Mountain and the 14,421-foot Mount Massive. Only one mile from the hut is fun glade skiing on Mushroom Mountain, and after returning from a tour, participants fire up the wood-burning sauna to finish off a great day in the Colorado backcountry.</td>
</tr>
</tbody>
</table>

*continued*
## Upper School Experiential Education Recent Local Offerings *(Optional)*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Season</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tundra Hut</td>
<td>Winter</td>
<td>The Tundra Hut is located at 11,500 feet just below the Continental Divide, in a beautiful backcountry basin above Georgetown, Colo. Many large windows allow breathtaking views of '13ers and Argentine Pass to the south. It is a rustic getaway with no running water. Snow melt is used in the winter. This beautiful high alpine basin and lonely ghost town of Waldorf were once a major Colorado tourist destination. From the trailhead, the hut is 5.8 miles up the main road. A high degree of fitness is required.</td>
</tr>
<tr>
<td>Ice Climbing in Ouray</td>
<td>Winter</td>
<td>The Ouray Ice Park is a man-made ice-climbing site in a beautiful natural gorge near Ouray, CO. There is even a special area just for beginners. Home to more than 200 ice and mixed climbs, it has been called the best place in the world to develop ice-climbing skills. This trip is designed for beginners, and no prior climbing experience is necessary.</td>
</tr>
</tbody>
</table>

## Upper School Travel & Exchange Recent Offerings *(Optional)*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Season</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service &amp; Cultural Immersion in Nordette, Mirebalais, and Cange, Haiti</td>
<td>Spring</td>
<td>This trip is closely associated with the Social Studies Department elective on Haiti. A week in Haiti can be life-changing, as CA faculty and students return to Haiti to continue work with the non-profit Road to Hope and our sister school there. After a night in Miami, the group arrives in Cap-Haïtien early the next morning to begin an eye-opening, challenging, and unforgettable experience. The group travels from the airport to the Central Plateau city of Mirebalais, where they meet with Père Alphonse, CA's liaison and director of 17 Episcopal schools in Haiti. After visiting a local school, the group is received in the home of Père Alphonse for a meal before traveling to the rural mountain village of Nordette. Once near the village, the group travels the last two miles on foot to St. Patrick's School, where they spend the night. CA students engage in cultural, service, and educational activities with the students of St. Patrick's School, as well as a visit to the city of Cange to see Dr. Paul Farmer's Partners in Health hospital. Once back in Mirebalais, the group gathers for a final night in the hotel before departing the next morning for Colorado.</td>
</tr>
<tr>
<td>Üsküdar American Academy Istanbul, Turkey</td>
<td>Exchange</td>
<td>The Turkish exchange with Üsküdar American Academy emphasizes the culture and history of the Ottomans and the Turkish Republic as well as the significance of Turkey geopolitically as a predominantly Muslim country. CA students visit Istanbul in the fall. CA families host the Turkish students for approximately three weeks in January. Visiting students attend CA classes and are part of CA family activities.</td>
</tr>
<tr>
<td>Hutchesons' Grammar School, Glasgow, Scotland</td>
<td>Exchange</td>
<td>This exchange program includes a two-week homestay experience with a Scottish family and attending regular classes at Hutchesons' Grammar School. Students also participate in a variety of activities with their host families, such as exploring the Scottish countryside. CA families host the Scottish students for approximately two weeks in the fall.</td>
</tr>
<tr>
<td>China: Culture &amp; Development in the Middle Kingdom</td>
<td>Travel/Summer</td>
<td>This journey is an immersive and exploratory one that not only exposes students to famous temples, monuments, and icons of China, but also challenges them in rugged travel, authentic relationship building, and unconventional experiences. Students are asked to fully participate as they navigate both Eastern and Western China, exploring the subway system of Beijing, cultural customs of monastic life, and the remote landscape of Western Sichuan. From Beijing hotels, farmhouse stays, and downtown hostels, students experience a stunning contrast of identity and lifeways in China, and along the way, gain a deeper sense of self awareness, foster language/leadership skills, and clarify notions of global citizenship.</td>
</tr>
<tr>
<td>Colombia: Spanish Language &amp; Culture Immersion</td>
<td>Travel/Exchange</td>
<td>With Colombia's turbulent past rapidly receding, the nation is in the midst of a boom. Economic growth, safety, and stability are on the rise in all corners of the country, and visitors are joyously rediscovering the remarkable diversity and warmth of this gateway to South America. This hybrid exchange and travel program allows students to connect with the Colombian people, from shadowing high school peers in the capital Bogotá to exploring Afro-Indigenous traditions in the Caribbean port town of Cartagena. Two weeks after returning home, with Spanish still fresh on their tongues, students have the opportunity to reciprocate the hospitality.</td>
</tr>
<tr>
<td>Inside Cuba</td>
<td>Spring (Interim)</td>
<td>What an exciting time to discover Cuba. Today, Cuba is on the verge of profound change as U.S./Cuban ties continue to evolve. Along with its rich cultural characteristics, Cuba has a dramatic history filled with prominent world events and provocative leaders. This global travel experience immerses participants in Cuba's culture while encouraging them to think objectively about the history and current socio-political climate of this complex country. Students explore a multitude of sights, sounds, and topics to engage anyone eager to learn about the largest island in the Caribbean, located just 93 miles off the tip of Florida.</td>
</tr>
</tbody>
</table>
Upper School Library & Research

The Upper School (Raether) Library provides resources and services that support the varied needs of the community; instruct students in library skills; and promote reading for pleasure as well as research and investigation.

Library services are integrated into the curriculum and foster collaboration between teachers and library staff. Library and research skills and information sessions are integrated into students’ regular class and departmental studies through instruction in context (just before a research paper, author study, etc.) to maximize relevance and timeliness.

Our print and electronic collections house an extensive array of resources that not only support the Colorado Academy curriculum, but also help students develop a lifelong love of reading and learning.

### Digital Citizenship

<table>
<thead>
<tr>
<th>Students:</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn how to use digital technologies responsibly</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Understand the positive and negative roles digital media play in their lives</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Understand the definition of cyberbullying and know how to avoid it</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Understand all of the different types of online relationships</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Understand the consequences of oversharing online</td>
<td>I</td>
<td>R</td>
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</tbody>
</table>

I = New Material Introduced  R = Reinforced

continued
### USE OF RESEARCH TOOLS

<table>
<thead>
<tr>
<th>Students:</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the library catalog and databases to locate print and electronic resources in the school's collection</td>
<td>I</td>
<td>I</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Use CA LibGuides to access project-specific resources</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Generate useful, efficient search terms and use various search strategies to conduct queries that lead to narrow, focused results</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>R</td>
</tr>
<tr>
<td>Know the difference between Fiction and Nonfiction and how to locate books on the shelves by call numbers</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Know the difference between a website and a database</td>
<td>I</td>
<td>R</td>
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</tbody>
</table>

### SOURCE SELECTION, DOCUMENTATION, AND ORGANIZATION

<table>
<thead>
<tr>
<th>Students:</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closely evaluate Internet resources to ensure they contain reliable, factual information</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Distinguish between relevant and irrelevant information to meet specific research goals</td>
<td>I</td>
<td>R</td>
<td>I</td>
<td>R</td>
</tr>
<tr>
<td>Know when to discard/abandon sources as research needs change</td>
<td>I</td>
<td>R</td>
<td>I</td>
<td>R</td>
</tr>
<tr>
<td>Work with a librarian for individualized assistance on the research process</td>
<td>as needed</td>
<td>as needed</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Understand the difference between direct quotes, paraphrasing, and summaries and use all three correctly</td>
<td>I</td>
<td>R</td>
<td>I</td>
<td>R</td>
</tr>
<tr>
<td>Know the difference between primary and secondary sources</td>
<td>I</td>
<td>I</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Understand what plagiarism is, how to avoid it, and why it is bad</td>
<td>I</td>
<td>R</td>
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</tr>
<tr>
<td>Use NoodleTools to build citations for a variety of source types</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Use appropriate in-text citations in writing</td>
<td>I</td>
<td>I</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Follow the rules of copyright and fair use when using multimedia sources</td>
<td>I</td>
<td>R</td>
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### NEWS LITERACY

<table>
<thead>
<tr>
<th>Students:</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand what it means to be a responsible news consumer</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Distinguish between legitimate news and fake news</td>
<td>I</td>
<td>I</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Be able to use various tools to evaluate internet sources</td>
<td>I</td>
<td>I</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Be able to gauge reliability and credibility of news reports (broadcast, print, internet, etc.)</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Know the difference between fact and opinion; recognize bias</td>
<td>I</td>
<td>R</td>
<td>R</td>
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</tbody>
</table>
Upper School Signature Programs

Advisory Program
The Advisory Program is an integral part of a student’s educational experience at CA. Consistent interaction with an adult advisor helps keep a student on track, both academically and emotionally, through his or her high school years. The individualized attention inherent in the program also strongly supports our school’s mission. The Upper School Advisory Program fosters a supportive and caring atmosphere. Through daily contact, students develop positive connections to school, concerned adults, and peers. Communication happens on many levels—advisor-student, advisor-teacher/coach, advisor-parent, advisee-adviser—developing and strengthening these connections. The program plays a significant role in furthering each student’s academic, social, and emotional development in the student’s years at Colorado Academy. Students are assigned to advisory groups of 8-12 members from their grade. Advisories meet every day, allowing a student and the advisor a daily check-in time. The advisor also facilitates discussions stemming from assembly programs, special presentations at school, or other discussion topics appropriate to a particular grade level or those to be discussed by the whole school. Regular contact with parents—whether by phone, e-mail or conference—is a primary part of the program. The advisor serves as the student’s and family’s first point of contact when a problem arises at school.

Ninth Grade: Freshman students are assigned to an advisor who hosts an advisory of 8-12 members. In addition to discussions facilitated by the advisor, Freshman advisories also benefit from discussions and activities led by members of the Community Leadership Team (CLT), a group of Senior students selected and trained by the professional staff. In groups of two or three, CLT members meet with their Freshman advisory group approximately every three weeks throughout the school year (10-12 meetings).

CLT members meet with the professional staff on a weekly basis in order to prepare and process the groups’ discussions and dynamics. They receive training throughout the year on facilitating group discussions and understanding topics relevant to the Freshman experience. These Seniors are considered peer helpers (counselors) for the Freshmen and role models for the entire school community.

Sample Advisory Discussion Topics, Grades 9-12:
- Transitions: into Upper School, grade-to-grade, leaving CA and going to college
- Study habits and organizational skills, establishing community norms (NAIS standards)
- Self-advocacy
- Friendships and healthy relationships, peer pressure
- Managing holiday stress, appropriate self-care
- Goal-setting for the short and long term
- Disordered eating, healthy body image
- Alcohol and drug use
- School-wide topics introduced in Town Meetings, PlatFORUM, Think & Drive Day, and other themed days
- Other topics that each advisory chooses to discuss

Buddy & School Culture Programs
An important facet of school life is the Pre-K through grade 12 culture at CA through which students are paired across divisions for a variety of activities. The respectful and helpful climate that exists between grades helps perpetuate school traditions. As a more than 100-year-old institution, CA enjoys a unique blend of time-honored rituals and innovative and progressive educational practices. This fosters one of the most notable aspects of Colorado Academy’s Upper School, the incredible sense of community that exists across the divisions. From the youngest children in Pre-Kindergarten to the high school Seniors, students take pride in themselves and their school. Students are paired both within and across divisions as part of CA’s “buddy” programs. Alumni often speak of how impactful and memorable these relationships are in their lives.

College Counseling
The Colorado Academy College Counseling team provides close, individual guidance and extensive resources to CA students as they explore options beyond their high school years. Our program includes a full-time Director of College Counseling, two full-time Associate Directors, and a College Office Liaison, all professionals and specialists in college admission, who are solely dedicated to guiding students through the process. Our counselors travel extensively to visit colleges and universities and are active in leading national professional organizations and in participating in the national dialogue around college admission practices, trends, and philosophy.

In keeping with our school’s mission, we challenge students to consider the wide range of possibilities available to them and to apply the tools of inquiry to this exploration. We ask them to look to the self-knowledge they’ve gained at CA to seek a set of potential choices that represent a meaningful path to their future goals and aspirations. We also accompany the students through this process, from initial self-assessment and creating and researching college lists to the final decision of where they will spend their next four years. Students can only find real success if they are empowered and allowed to take the lead, while parents, teachers, and counselors partner to support and advise them.

Freshman Academic Intensives
Ninth Grade Intensives are weeklong, curricular-based studies that take place in the winter term and provide the opportunity to connect a topic in one of the core Freshman courses to deeper, real-world and real-time study. In the program’s first two years, students used Sonia Nazario’s Enrique’s Journey as a central text for the theme of Immigration. Students in Freshman English read this book, and it elicits conversation and investigation into a multitude of related topics, including immigration policy, border conflicts, drug trafficking, human trafficking, and refugees. Exploring outside of their regular courses and routines, small groups of students choose either an in-town or out-of-town program that offers a deep dive into the historical issues, larger policy questions, legal implications, and individual stories of people directly affected. The project culminates with shared reports/presentations during the following week.

Student Leadership
CA’s Community Leadership Team (CLT) offers peer leadership opportunities for upper division students who have a natural inclination towards helping others. Trained CLT members...
Upper School Signature Programs

serve as facilitators of small discussion groups and act as peer helpers to whomever they encounter. They have a special role in leading discussions in the Freshman advisories. Students may apply for CLT membership in the spring of their Junior year. These students play a key role in perpetuating the welcoming atmosphere and the long-held traditions in CA’s Upper School. They are also available to assist in activities, such as New Student Orientation, 9th Grade Retreat, and Service Learning Days. Upper School has an elected Community Council, which provides leadership in the school and encourages student involvement in maintaining and improving the school climate; supports students’ endeavors in academics, the arts, and athletics; and also sponsors social events and community services.

Clubs
New clubs and interest groups are formed each year, depending on student interest and initiative. Club meeting time is integrated into the weekly schedule. Current clubs include AfricAid, Amnesty International, Faces of Diversity, Global Language Honor Societies, Kokopelli (literary magazine), Medical Careers Club, Children’s Hospital Club, Mock Trial, Model UN, Movie Club, Playwriting Institute, Operation Smile, and Computer Club. A club started by students from the Class of 1996, Students H.O.P.E. (Helping Other People Eat), has evolved into the largest service learning project on the CA campus—and a major event for faculty, parent volunteers, and school staff as well. The first event served approximately 200 people in a downtown Denver homeless shelter. Today, this student-run event provides gently used clothing, toiletry and baby care items, new holiday toys, basic medical care including flu shots, and a holiday meal to a growing population—over 2000 attendees in 2018—each December on our campus. Many disadvantaged families are bused by CA from downtown shelters and agencies for the event.

Philanthropy Program
At Colorado Academy, students learn that philanthropy is more than giving away money. The CA Youth Philanthropy Program provides the education, tools, and resources for students to help solve problems through the practice of strategic philanthropy. Students who apply to be part of this program help educate their peers on community issues, and manage and direct the grant-making process to areas of need identified by the CA community. An anonymous donor provided a generous endowment that makes it possible for the program to award grants totaling $10,000 each year.

The program is run by students and led by two groups of student board members representing all three of the school’s divisions. Upper and Middle school program boards work as one group. Board members evaluate grant proposals from non-profit organizations, determine which proposals will be funded, and track the successes and failures of the grant-making process.

Service Learning Program
Colorado Academy’s Upper School Service Learning program has received national recognition for its focus on students’ interests and service learning. Students’ own community concerns dictate how some of their required service efforts are spent. To that end, students understand and experience a process that helps them identify a need and work toward a solution. We feel strongly that this program helps to create resourceful, caring, engaged members of our community.

The following are graduation requirements for service learning activities in which Upper School students are expected to take part. “Advisory” refers to students taking part in those activities with other members of their advisory group.

- **Grade 9:** Advisory Service-Learning Days
- **Grade 10:** On-Campus Service-Learning Days
- **Grade 11:** Advisory Service-Learning Days
- **Grade 12:** Advisory Service-Learning Days and Community Impact Project

Help Time
Colorado Academy students have busy schedules, often shuttling between the arts buildings, academic classes, and the athletic fields. To help students manage their homework time and to reduce some of their study anxiety, one-half hour of academic support time has been reserved for teachers to give extra help and work with students on four days of the six-day rotating schedule. Teachers are available during these times for students to drop in and receive specialized assistance. Teachers often schedule extra optional help sessions just before exams and especially before the AP exams in May.

Artists & Authors in Residence
Throughout the school year, authors, illustrators, and performing artists visit the CA campus to spend time working with students in a variety of areas. Students take part in artist workshops, learning everything from writing tips to performance techniques. Music students also take part in master classes as local and national performing artists visit CA to teach.

Private Music Lesson Program
The private music program at Colorado Academy has been a powerful experience for generations of CA students. CA has been offering this program since 1973. The heart of the program has always been the desire of students and families to have music lessons and recital performances as a part of their formal education training. Lessons are scheduled as part of a student’s regular school day, and music students participate in a variety of recital performances throughout the year. More than 14,000 private music lessons are given each year at CA in grades K-12.

SPEAK (Series for Parent Education About Kids) Program
Colorado Academy hosts an annual lecture series for CA parents and the greater Denver community as part of the school’s commitment to lifelong learning. Presentations on a variety of topics are available during the school year, featuring speakers from across the country. Programs are held at varying times to accommodate parent schedules. Events are free, and seats may be reserved via the CA website.
Colleges Attended by Graduates in Classes 2014-2018

American University (2)  Cornell University (5)  Marquette University (1)
Amherst College (3)  Creighton University (1)  Maryland Institute College of Art (3)
Arizona State University (1)  Dartmouth College (5)  Massachusetts Institute of Technology (2)
Auburn University (2)  Davidson College (1)  Metropolitan State University of Denver (1)
Augustana College (1)  Denison University (4)  Miami University, Oxford (2)
Barnard College (2)  DePaul University (1)  Middlebury College (8)
Bates College (2)  Dickinson College (2)  Montana State University, Bozeman (4)
Boston University (1)  Duke University (4)  Muhlenberg College (1)
Bentley University (2)  Eckerd College (3)  New York University (6)
Bennington College (1)  Elon University (6)  Oberlin College of Arts and Sciences (1)
Belmont University (1)  Embry-Riddle Aeronautical University - Prescott (1)  Occidental College (2)
Bates College (2)  Emory University (2)  Occidental College (2)
Boston University (1)  Fort Lewis College (2)  Ohio Wesleyan University (1)
Bowdoin College (1)  Franklin & Marshall College (2)  Oklahoma State University (1)
Brown University (5)  Georgetown University (1)  Oregon State University (2)
Bucknell University (2)  Gonzaga University (4)  PITZER COLLEGE (2)
California Institute of Technology (1)  Goucher College (1)  Pomona College (1)
California Lutheran University (1)  Gustavus Adolphus College (1)  Princeton University (1)
California Polytechnic State University (1)  Hamilton College - NY (2)  Purdue University (2)
San Luis Obispo (1)  Hope College (1)  Reed College (3)
Camberwell College of Arts, England (1)  Indiana University at Bloomington (3)  Regis University (1)
Case Western Reserve University (1)  Ithaca College (2)  Rensselaer Polytechnic Institute (1)
Centre College (1)  John Carroll University (1)  Rhodes College (3)
Champlain College (1)  Kenyon College (4)  Rollins College (1)
Chapman University (1)  King's College London, England (1)  Rose-Hulman Institute of Technology (1)
Clemson University (2)  Knox College (4)  Saint Anselm College (1)
Colby College (2)  Lafayette College (1)  San Francisco Art Institute (1)
Colgate University (8)  Lehigh University (1)  Santa Clara University (5)
College of Charleston (1)  Lewis & Clark College (1)  Scripps College (2)
College of Saint Benedict (1)  London Metropolitan University, England (1)  Sewanee: The University of the South (5)
College of William & Mary (2)  Loyola University Chicago (1)  Skidmore College (8)
Colorado Christian University (1)  Loyola University Maryland (2)  Smith College (2)
Colorado College (9)  Macalester College (1)  Southern Methodist University (4)
Colorado School of Mines (5)  Marion Military Institute (1)  St. Edward's University (1)
Colorado State University (9)  Montana State University, Bozeman (4)  St. Lawrence University (2)
Colorado School of Mines (5)  Montana State University, Bozeman (4)  Stanford University (4)
Colorado State University (9)  Montana State University, Bozeman (4)  SUNY College at Cortland (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  Swarthmore College (2)
Colorado Springs (1)  Montana State University, Bozeman (4)  Texas Christian University (6)
Colorado Springs (1)  Montana State University, Bozeman (4)  The College of Wooster (2)
Colorado Springs (1)  Montana State University, Bozeman (4)  The Culinary Institute of America - NY
Colorado Springs (1)  Montana State University, Bozeman (4)  (Main Campus) (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  The Evergreen State College (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  The George Washington University (2)
Colorado Springs (1)  Montana State University, Bozeman (4)  The Glasgow School of Art, Scotland (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  The University of Alabama (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  The University of Arizona (2)
Colorado Springs (1)  Montana State University, Bozeman (4)  The University of California (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  The University of Georgia (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  The University of North Carolina
Colorado Springs (1)  Montana State University, Bozeman (4)  at Chapel Hill (3)
Colorado Springs (1)  Montana State University, Bozeman (4)  The University of Oklahoma (2)
Colorado Springs (1)  Montana State University, Bozeman (4)  The University of Texas (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  The University of Virginia (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  Trinity College (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  Trinity University (6)
Colorado Springs (1)  Montana State University, Bozeman (4)  Tufts University (6)
Colorado Springs (1)  Montana State University, Bozeman (4)  Tulane University (5)
Colorado Springs (1)  Montana State University, Bozeman (4)  Union College (New York) (2)
Colorado Springs (1)  Montana State University, Bozeman (4)  United States Air Force Academy (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  United States Military Academy - Army (2)
Colorado Springs (1)  Montana State University, Bozeman (4)  Universite Grenoble Alpes, France (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  University College Dublin, Ireland (2)
Colorado Springs (1)  Montana State University, Bozeman (4)  University College Utrecht, Netherlands (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of British Columbia, Canada (2)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of British Columbia - Okanagan Campus, Canada (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of California, Berkeley (5)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of California, Davis (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of California, Los Angeles (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of California, Santa Barbara (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of Chicago (2)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of Colorado Boulder (35)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of Colorado Colorado Springs (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of Dayton (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of Denver (4)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of Georgia (2)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of Glasgow (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of Hawaii at Manoa (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of Kansas (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of Miami (3)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of Michigan (4)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of Northern Colorado (3)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of Notre Dame (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of Oregon (3)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of Pennsylvania (2)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of Puget Sound (7)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of Redlands (2)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of Rhode Island (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of Richmond (2)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of San Diego (3)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of San Francisco (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of Southern California (7)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of St Andrews, Scotland (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of Utah (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of Vermont (5)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of Virginia (4)
Colorado Springs (1)  Montana State University, Bozeman (4)  University of Wisconsin, Madison (4)
Colorado Springs (1)  Montana State University, Bozeman (4)  Utah State University (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  Vassar College (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  Villanova University (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  Wake Forest University (7)
Colorado Springs (1)  Montana State University, Bozeman (4)  Washington and Lee University (2)
Colorado Springs (1)  Montana State University, Bozeman (4)  Washington State University (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  Washington University in St. Louis (6)
Colorado Springs (1)  Montana State University, Bozeman (4)  Wellesley College (1)
Colorado Springs (1)  Montana State University, Bozeman (4)  Wesleyan University (7)
Colorado Springs (1)  Montana State University, Bozeman (4)  Western Washington University (2)
Colorado Springs (1)  Montana State University, Bozeman (4)  Whitman College (6)
Colorado Springs (1)  Montana State University, Bozeman (4)  Williams College (3)
Colorado Springs (1)  Montana State University, Bozeman (4)  Yale-NUS College, Singapore (1)