Requirements for Graduation

Page 3  **Athletics**: Two years (six trimesters) to be completed as follows: 2 trimesters Freshman year, 2 trimesters Sophomore year, 1 trimester Junior year, and 1 trimester Senior year. Any variation of this course of study must be approved by the Principal in consultation with the Athletic Director. Note: The Athletic requirement for the 2020-21 school year was waived for all students due to the pandemic.

Page 12  **Computer Science/Engineering & Design**: Two trimesters are required (one trimester in both Freshman and Sophomore years is recommended).

Page 19  **English**: Four years (required each year in Upper School).

Page 26  **Humanities Electives**: Students may take these courses for elective credit. They do not count towards required credits in any department.

Page 28  **Mathematics**: Three years taken in Upper School. Four years recommended.

Page 34  **Science**: Three years (one year of Biology, one year of Chemistry, one elective).

Page 39  **Social Studies**: Three years (one year of Global Perspectives, one year of U.S. History, one year of AP Advanced European Studies or AP Human Geography or three trimesters Junior/Senior history electives.

Page 47  **Visual & Performing Arts**: Two years (six trimesters) are required. At least one trimester must be taken each year in Upper School, even if the total trimester requirement is completed early.

Page 60  **World Languages**: Three years of the same global language in Upper School.

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

**REQUIRED FOR GRADUATION BUT NOT ASSIGNED ACADEMIC CREDIT**

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

**Service Learning**: Community Impact Project during Senior year; other service opportunities as assigned.
Weighted Grades
Certain advanced elective courses generate weighted grades. These courses include:
Advanced Biology, AP Calculus AB, AP Calculus BC, Advanced Topics in Mathematics, AP Chemistry, AP Chinese, AP Computer Science Principles, AP Computer Science A, Advanced Computer Science & Data Structures, AP Economics, AP English, AP European History, AP French Language, AP Human Geography, AP Physics 1, AP Physics C, AP Spanish Language, AP Spanish Literature, and AP Statistics. Students in these courses will receive additional quality points according to the following formula:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</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>
<tr>
<td>F</td>
<td>0.00</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 will be averaged with their other grades to determine the student’s grade point average (GPA).

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

Advanced Placement
The AP designation generally signifies college-level courses that prepare students for the Advanced Placement exam in that subject area. In most AP courses, students are required to take the AP test. Students may receive course credit at the college they attend depending on the score they receive. Students should check with the colleges and universities about their policies about accepting AP scores for course credit.

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

Tuition - Independent Studies/Courses
Tuition for courses offered by individuals or institutions other than Colorado Academy is entirely the responsibility of the student’s family.

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>TRIMESTER 1</th>
<th>TRIMESTER 2</th>
<th>TRIMESTER 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Climbing (Co-Ed, Non-Competitive)</td>
<td>• Basketball (Boys &amp; Girls)</td>
<td>• Baseball (Boys)</td>
</tr>
<tr>
<td>• Cross Country (Co-Ed)</td>
<td>• Climbing (Co-Ed, Competitive)</td>
<td>• Golf (Girls)</td>
</tr>
<tr>
<td>• Field Hockey (Girls)</td>
<td>• Ice Hockey (Boys)</td>
<td>• Lacrosse (Boys &amp; Girls)</td>
</tr>
<tr>
<td>• Golf (Boys)</td>
<td>• Racquetball (Co-Ed)</td>
<td>• Soccer (Girls)</td>
</tr>
<tr>
<td>• Soccer (Boys)</td>
<td>• Sports Performance (Co-Ed) *</td>
<td>• Sports Performance (Co-Ed) *</td>
</tr>
<tr>
<td>• Sports Performance (Co-Ed) *</td>
<td>• Student Athletic Trainer (Co-Ed)</td>
<td>• Student Athletic Trainer (Co-Ed)</td>
</tr>
<tr>
<td>• Student Athletic Trainer (Co-Ed)</td>
<td>• Tennis (Boys)</td>
<td>• Tennis (Girls)</td>
</tr>
<tr>
<td>• Tennis (Boys)</td>
<td>• Ultimate Frisbee (Co-Ed)</td>
<td></td>
</tr>
<tr>
<td>• Ultimate Frisbee (Co-Ed)</td>
<td>• Volleyball (Girls)</td>
<td></td>
</tr>
<tr>
<td>• Volleyball (Girls)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Sports Performance is offered in several blocks during the day as well as before school all three trimesters.

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

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

The activity must include a competitive or public performance component.

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

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

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

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

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

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

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

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

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

Cross Country
Gender: Co-Ed
Offered: Trimester 1
Official Practice: Begins Monday, August 9. There is a summer practice component. Please check with the Head Coach and the department for details.
Time: After school, 3:45-5:30 p.m., and scheduled meets
Level: Competitive – Varsity
League: Metropolitan

Field Hockey
Gender: Girls
Offered: Trimester 1
Official Practice: Begins Monday, August 9. There is a summer practice component. Please check with the Head Coach and the department for details.
Time: After school, 3:45-5:30 p.m., some Saturday practices, and scheduled games
Level: Competitive – Varsity, JV, and C-Level

Golf
Gender: Boys
Offered: Trimester 1
Official Practice: Begins Monday, August 2
Time: After school 3:45-5:30 p.m., and scheduled matches
Level: Competitive - Varsity and JV
Recreational - C-Level Team, depending on sign-up
League: Metropolitan
Maximum Enrollment: 25 students

Students must have their own equipment (clubs, shoes, balls, etc.) and knowledge and experience of the game (less experience required for the Non-Competitive Team). A fee of $350 is required to cover greens fees. Financial Assistance is available through the Admission Office for those who qualify.
**Soccer**
Gender: Boys
Offered: Trimester 1
Official Practice: Begins Monday, August 9. There is a summer practice component. Please check with the department for details.
Time: After school 3:45-5:30 p.m., some Saturday practices and scheduled games
Level: Competitive – Varsity, JV, C-Level
League: Metropolitan

**Sports Performance**
Gender: Co-Ed
Offered: Trimester 1
Official Practice: Begins Monday, August 30
Time: During the school day or before school
Level: Non-Competitive
Maximum Enrollment: Before school - 25 students (Priority given to Freshmen and students with limited or no free blocks)

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

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

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

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

**Tennis**
Gender: Boys
Offered: Trimester 1
Official Practice: Begins Monday, August 9. There is a summer practice component. Please check with the Head Coach and the department for details.
Time: After school, 3:45-5:30 p.m., some Saturday practices and scheduled games
Level: Competitive - Varsity I, Varsity II and JV
League: Metropolitan
Maximum Enrollment: 40 students
**Ultimate Frisbee**
Gender: Co-Ed
Offered: Trimester 1
Official Practice: Begins Monday August 9
Time: After school, 3:45-5:30 p.m., and scheduled games
Level: Competitive
League: Altitude Youth

**Volleyball**
Gender: Girls
Offered: Trimester 1
Official Practice: Begins Monday, August 9. There is a summer practice component. Please check with the Head Coach and the department for details.
Time: Pre-Season, 4:00-7:00 p.m.; after school, 3:45-5:30 p.m., some Saturday practices, and scheduled games
Level: Competitive – Varsity, JV, C, and Freshman levels
League: Metropolitan

**TRIMESTER TWO**

**Basketball**
Gender: Boys and Girls
Offered: Trimester 2
Official Practice: Begins Monday, November 15. There is a pre-season practice component. Please check with the Head Coach and the department for details.
Time: After school, 3:45-7:00 p.m., some Saturday practices, and scheduled games
Level: Competitive – Varsity, JV, C-Level
League: Metropolitan

**Climbing**
Gender: Co-Ed
Offered: Trimester 2
Official Practice: Begins Monday, November 15
Time: 3:45-5:30 p.m., 5 days per week on campus and at local climbing gyms
Level: Competitive
Maximum Enrollment: 28 students (14 Varsity athletes, 14 JV athletes)

Every student in rock climbing is required to have climbing shoes. Students learn how to climb and belay in a safe manner. They hone their skills in a variety of environments and challenge themselves both mentally and physically. Students are required to compete in at least five Colorado High School Climbing League weekend climbing competitions held around the Denver area.

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

Gender: Boys  
Offered: Trimester 2  
Official Practice: Begins Monday, November 15  
Time: To be determined  
Level: Competitive – Varsity and JV

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

**Racquetball**

Gender: Co-Ed  
Offered: Trimester 2  
Official Practice: Begins Monday, November 15  
Time: After school, 3:45-5:30 p.m., Monday-Thursday

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

**Sports Performance**

Gender: Co-Ed  
Offered: Trimester 2  
Official Practice: Begins Monday, November 15  
Time: During the school day or before school  
Level: Non-Competitive  
Maximum Enrollment: Before school - 25 students (Priority given to Freshmen and students with limited or no free blocks)

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

**Student Athletic Trainer**

Eligibility: Permission of the Athletic Trainers  
Gender: Co-Ed  
Offered: Trimester 2  
Official Practice: Begins Monday, November 15  
Time: After school, 3:45-5:30 p.m., Monday-Friday  
Maximum Enrollment: 2 students (Selection is based on an application process.)

Students are instructed in all aspects of athletic training/sports medicine. Students participating in this program are required to assist the sports teams during all practices and assigned games, the specific number of which will be determined. *Students may only enroll in this course one time per school year.*
Swimming/Diving
Gender: Girls
Offered: Trimester 2
Official Practice: Begins Monday, November 15. There is a pre-season practice component. Please check with the department for details.
Time: After school, 3:45-5:30 p.m., and scheduled meets
Level: Competitive - Varsity
League: Metropolitan

TRIMESTER THREE

Baseball
Gender: Boys
Offered: Trimester 3
Official Practice: Begins Monday, February 28. There is a pre-season practice component. Please check with the Head Coach and the department for details.
Time: After school, 3:45-5:30 p.m., some Saturday practices, and scheduled games
Level: Competitive - Varsity and JV
League: Metropolitan

Golf
Gender: Girls
Offered: Trimester 3
Official Practice: Begins Monday, February 28. There is a pre-season practice component. Please check with the Head Coach and the department for details.
Time: After school, 3:45-5:30 p.m., and scheduled matches
Level: Competitive - Varsity and JV
League: Metropolitan

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

Lacrosse
Gender: Boys and Girls
Offered: Trimester 3
Official Practice: Begins Monday, February 28. There is a pre-season practice component. Please check with the Head Coach and the department for details.
Time: After school, 3:45-5:30 p.m., some Saturday practices, and scheduled games
Level: Competitive – Varsity, JV, C-Level
League: Boys – South Suburban; Girls – Metropolitan
**Soccer**
Gender: Girls  
Offered: Trimester 3  
Official Practice: Begins Monday, February 28. There is a pre-season practice component. Please check with the Head Coach and the department for details.  
Time: After school, 3:45-5:30 p.m., some Saturday practices, and scheduled games  
Level: Competitive - Varsity and JV  
League: Metropolitan

**Sports Performance**
Gender: Co-Ed  
Offered: Trimester 3  
Official Practice: Begins Monday, February 28  
Time: During the school day or before school  
Level: Non-Competitive  
Maximum Enrollment: Before school - 25 students (Priority given to Freshmen and students with limited or no free blocks)

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

**Student Athletic Trainer**
Eligibility: Permission of the Athletic Trainers  
Gender: Co-Ed  
Offered: Trimester 3  
Official Practice: Begins Monday, February 28  
Time: After school, 3:45-5:30 p.m., Monday-Friday  
Maximum Enrollment: 2 students (Selection is based on an application process.)

Students are instructed in all aspects of athletic training/sports medicine. Students participating in this program are required to assist the sports teams during all practices and assigned games, the specific number of which will be determined.  
*Students may only enroll in this course one time per school year.*

**Tennis**
Gender: Girls  
Offered: Trimester 3  
Official Practice: Begins Monday, February 28. There is a pre-season practice component. Please check with the Head Coach and the department for details.  
Time: After school, 3:45-5:30 p.m., and scheduled matches  
Level: Competitive - Varsity I, Varsity II, and JV  
League: Metropolitan  
Maximum Enrollment: 40 students
**COMPUTER SCIENCE/ENGINEERING DESIGN**

**Requirement:** 2 trimester credits from courses listed in this section are required for graduation. These courses may be offered through the Computer Science Department or the Engineering Design Department. These offerings give the student a choice of many innovative courses that encompass Computer Science & Computational Thinking, Engineering Design, Digital Design & Fabrication, Physical Computing, and Data Science. Data Science is an inter-disciplinary field that uses scientific methods, processes, algorithms (coding) and systems to extract knowledge and insights from data. Data science is related to data mining, machine learning, and big data. *All Data Science courses are offered to Grades 10-12.*

Yearlong Computer Science courses that receive weighted grades count as an academic course for the purposes of Petitions to Forgo a Free Block.

### OFFERINGS BY TRIMESTER

<table>
<thead>
<tr>
<th>TRIMESTER 1</th>
<th>TRIMESTER 2</th>
<th>TRIMESTER 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory CS:</strong></td>
<td><strong>Introductory CS:</strong></td>
<td><strong>Introductory CS:</strong></td>
</tr>
<tr>
<td>- AP Computer Science Principles (grades 10-12) 🔄</td>
<td>- AP Computer Science Principles (grades 10-12) 🔄</td>
<td>- AP Computer Science Principles (grades 10-12) 🔄</td>
</tr>
<tr>
<td>- Intro to Computer Science</td>
<td>- Intro to Computer Science</td>
<td>- Intro to Computer Science</td>
</tr>
<tr>
<td>- Robotics Playground</td>
<td>- Robotics Playground</td>
<td>- Robotics Playground</td>
</tr>
<tr>
<td><strong>Intro Engineering Design:</strong></td>
<td><strong>Intro Engineering Design:</strong></td>
<td><strong>Intro Engineering Design:</strong></td>
</tr>
<tr>
<td>- Audio Engineering 🔄</td>
<td>- Audio Engineering 🔄</td>
<td>- Audio Engineering 🔄</td>
</tr>
<tr>
<td>- Fab Lab</td>
<td>- Fab Lab</td>
<td>- Fab Lab</td>
</tr>
<tr>
<td><strong>Data Science:</strong></td>
<td><strong>Data Science:</strong></td>
<td><strong>Data Science:</strong></td>
</tr>
<tr>
<td>- Data Analytics</td>
<td>- Intro to Statistics</td>
<td>- Probability &amp; Randomness</td>
</tr>
<tr>
<td>- Python for Biologists</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Advanced CS:</strong></td>
<td><strong>Advanced CS:</strong></td>
<td><strong>Advanced CS:</strong></td>
</tr>
<tr>
<td>- AP Computer Science A 🔄</td>
<td>- AP Computer Science A 🔄</td>
<td>- AP Computer Science A 🔄</td>
</tr>
<tr>
<td>- Adv CS Data Structures 🔄</td>
<td>- Adv CS Data Structures 🔄</td>
<td>- Adv CS Data Structures 🔄</td>
</tr>
<tr>
<td><strong>Adv Engineering Design:</strong></td>
<td><strong>Adv Engineering Design:</strong></td>
<td><strong>Adv Engineering Design:</strong></td>
</tr>
<tr>
<td>- 3D Design &amp; Fabrication</td>
<td>- Maker’s Market</td>
<td></td>
</tr>
</tbody>
</table>

*AP Computer Science Principles (grades 10-12) and Intro to Computer Science are available yearround.*
INTRODUCTORY COMPUTER SCIENCE COURSES

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

Prerequisite: None
Eligibility: Grades 10-12
Offered: Full Year

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.
Introduction to Computer Science
Prerequisite: None
Eligibility: Grades 9-12
Offered: Trimesters 1, 2, 3

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

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

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

Visual Design & Algorithmic Art
Prerequisite: None
Eligibility: Grades 9-12
Offered: Full Year
Credit: 4 credits (2 Fine Arts and 2 CSED)

Enter the world of visual expression, computational creativity, and design thinking to create something out of nothing and bring your ideas to life. Explore laser cutting, 3D modeling, coding, and various art media to create two-dimensional imagery and three-dimensional sculpture. Explore functionality and beauty to express your personal voice. Embrace happy mistakes and take risks. Tackle big ideas by breaking them into smaller steps. Represent concepts with visual accuracy. This class will emphasize the connections and integrations between studio art and computer science to develop epic projects. We will speak with and learn from professionals in the field through presentations and visits. After completing this class, students can take advanced computer science courses or effectively pursue their passions in the art studio. Although this is an introductory course, students at any level of expertise in art, computer science or engineering design are encouraged to join and take their skills in a new and exciting direction.
INTRODUCTORY ENGINEERING & DESIGN COURSES

Audio Engineering
Prerequisite: None; some music background is recommended.
Eligibility: Grades 9-12
Offered: Full Year
Credit: 4 Credits (2 Fine Arts and 2 CSED)

In Audio Engineering, students will explore sound, studio recording, and music production techniques and technology en route to producing their own studio recording projects. They learn how to plan and direct recording projects, how to use industry-standard audio recording and production software to mix tracks and add effects, how to program and use virtual instruments within recording projects, and how to produce and share their own music and the compositions and performances of others. Students will finish the course with a digital portfolio of music projects that they have recorded and produced. Audio Engineering will also involve projects and investigations in the following areas: the production of sound for video, acoustics and acoustic room treatment, sound synthesis, and the design and construction of 2-way loudspeakers or musical instruments.

Fab Lab: Intro to Engineering Design & the Innovation Lab
Prerequisite: None
Eligibility: Grades 9-12
Offered: Trimesters 1, 2, 3

In this hands-on, project-based course, students will learn and practice using the human-centered design process to design and make things—to see a need, take a design idea, devise a plan, and fabricate a functional, finished product. Along the way, students will receive a comprehensive orientation to the CA Innovation Lab and essential training in the safe and appropriate use of all the lab’s fundamental tools and other specialty tools as needed. Roughly half of the course will be focused on manual skills and the designing and fabricating of projects by hand. We will also apply and build upon these skills within the digital realm, using 2D CAD software and the laser cutter/engraver to design and precisely fabricate students’ original, functional designs.

DATA SCIENCE COURSES

Data Analytics with Excel, SQL & Tableau
Prerequisite: None
Eligibility: Grades 10-12
Offered: Trimester 1

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 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 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, healthcare, sports, business, environmental issues, marketing, or social justice issues).
**Introduction to Statistics and Data Science**

**Prerequisite:** None  
**Eligibility:** Grades 10-12  
**Offered:** Trimester 2

Students in this trimester course use spreadsheet programs and statistical analysis software (R) to explore data sets. They manipulate and summarize real-world data, using advanced spreadsheet techniques to answer relevant questions. Students present their findings with graphical displays of data, including box plots, scatter plots, histograms, and normal probability plots. Students consider distributions of data, using 1-variable statistics to describe center, shape, and spread of data sets and to identify unusual features of data sets. Students build, interpret, and compare statistical models. Upon completion of this course, students are well prepared to interpret charts and draw conclusions from statistics they encounter in the media, and have experience building models and analyzing data sets using spreadsheets and R.

**Introduction to Probability and Randomness**

**Prerequisite:** Math 1  
**Eligibility:** Grades 10-12  
**Offered:** Trimester 3

Students in this trimester course use Python and the NumPy library to explore probability, randomness, and chance. We’ll start by counting possible outcomes in real-life situations, and use Python code to generate and sort lists of outcomes and look for patterns. We will derive and explore important ideas about combinations and permutations of elements. We’ll 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 influences the current shot. We’ll 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.

**Python for Biologists**

**Prerequisite:** Biology  
**Eligibility:** Grades 10-12  
**Offered:** Trimester 1

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

**AP Computer Science A - Advanced Placement Course, Weighted Grade**
Pre-/Co-requisite: Honors Advanced Algebra, Math 2e, or higher math
Prerequisite: Introduction to Computer Science or AP Computer Science Principles, or permission of the instructor
Eligibility: Grades 10-12
Offered: Full Year

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

**Advanced Computer Science and Data Structures – Weighted Grade**
Prerequisite: AP Computer Science A and permission of instructor
Eligibility: Grades 11-12
Offered: Full Year

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

**Advanced Topics in Computer Science**
Prerequisite: Ability to program in any language and permission of instructor
Eligibility: Grades 10-12
Offered: Trimester 3

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

3D Digital Design & Fabrication
Prerequisite: Fab Lab
Eligibility: Grades 9-12
Offered: Trimester 2 (repeatable)

In 3D Digital Design & Fabrication, students will expand upon their 2D design knowledge and skills and begin working with 3D design and fabrication techniques. They will learn how to design and 3D print models and prototypes, create 3D scans of physical objects, use digital sculpting tools, and learn to incorporate 3D models into larger designs, both functional and artistic. They will become proficient with Fusion 360 3D modeling software as a tool for planning and simulating 3D models and assemblies and use the 3D CNC mill to design and fabricate their own large-scale functional designs. Students may also explore digital sculpting, furniture or jewelry design, casting, welding, or projects that integrate a variety of tools, methods, and media. At the end of the course, students will leave with finished projects, a broad set of digital design and fabrication skills, as well as a comprehensive digital portfolio of their design work and photos of finished products.

Maker’s Market
Prerequisite: Fab Lab or instructor’s permission
Eligibility: Grades 10-12
Offered: Trimester 3

In Maker’s Market, students will use the skills and knowledge that they acquired in Fab Lab (and, possibly, in 3D Digital Design & Fabrication) to design, fabricate, and sell a unique product that meets a need in society. Students will study the market, find a niche, and use the human-centered design process to design and produce a unique product. Upon analysis of the current market and their own budget projections, students will set their price points and try to turn a profit by selling their product via an online retailer such as Etsy or via other community connections. It’s quite possible that students may leave this class with a blossoming small business or, at the least, many ideas for one.
ENGLISH
**Requirement:** Four years of English, including Coming of Age in the World, American Literature, and six trimesters of Seminar courses.

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

Eligibility: Grade 9  
Offered: Full Year

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

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

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

**American Literature**

Eligibility: Grade 10  
Offered: Full Year

This course introduces students to the essential writings that have produced the America of today. We will explore the foundational ideals from early American writings and trace their development, emphasizing how these ideals impact and reflect the lived experiences of different communities in America. This course takes students from the Puritans to the present, with such representative writers as Frederick Douglass, H.D. Thoreau, Emily Dickinson, F. Scott Fitzgerald, and Toni Morrison, as well as contemporary writers Tommy Orange and Colson Whitehead. Summer reading is required; the book list is made available in the spring before the course.

Students practice analytical writing, not only within the context of the college essay, but in a variety of creative responses. Students will also spend a considerable amount of time learning how to identify and track major ideas throughout each work, with a goal of being able to independently design their own essay focus by the end of the year.
JUNIOR AND SENIOR ENGLISH SEMINARS
Juniors and Seniors are required to take six trimesters of English seminars. They may choose from among seminars offered for the first and second trimesters. For the third trimester, Juniors will enroll in the Junior Writing Seminar and Seniors in the Senior Seminar. Alternately, Seniors may take AP English Literature for the full year. AP English Literature is limited to 30 students, and admittance is based upon teacher recommendations and a writing sample.

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

YEARNLONG ELECTIVES

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

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

Texts:

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

<table>
<thead>
<tr>
<th>TRIMESTER 1</th>
<th>TRIMESTER 2</th>
<th>TRIMESTER 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Comedy</td>
<td>• Contemporary Literature of the Middle East</td>
<td>• Junior Writing Seminar</td>
</tr>
<tr>
<td>• Indian Literature</td>
<td>• Literature of the Apocalypse</td>
<td>• Senior Seminar</td>
</tr>
<tr>
<td>• Latinx/Chicano Literature</td>
<td>• Literature of the Apocalypse</td>
<td></td>
</tr>
<tr>
<td>• Modernism</td>
<td>• Literature of Place and Self</td>
<td></td>
</tr>
<tr>
<td>• Philosophy of Literature</td>
<td>• Literature of Translation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Magic, Sci-Fi, and Social Commentary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Poetry Writing</td>
<td></td>
</tr>
<tr>
<td>• Comedy - Honors Course</td>
<td>• Contemporary Literature of the Middle East</td>
<td>• Junior Writing Seminar</td>
</tr>
<tr>
<td>• Indian Literature</td>
<td>• Literature of the Apocalypse</td>
<td>• Senior Seminar</td>
</tr>
<tr>
<td>• Latinx/Chicano Literature</td>
<td>• Literature of Place and Self</td>
<td></td>
</tr>
<tr>
<td>• Modernism</td>
<td>• Literature of Translation</td>
<td></td>
</tr>
<tr>
<td>• Philosophy of Literature</td>
<td>• Magic, Sci-Fi, and Social Commentary</td>
<td></td>
</tr>
<tr>
<td>• Poetry Writing</td>
<td>• Poetry Writing</td>
<td></td>
</tr>
</tbody>
</table>

TRIMESTER ONE

Comedy - Honors Course
What makes us laugh? Is there such a thing as a bad joke? Considering the theories of philosophers from Aristotle to Bergson, we will 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.” We will also look at contemporary comedy to test the theories of the early philosophers. Students will practice with a variety of writing forms.

Texts from:
Molière
David Sedaris
Richard Brinsley Sheridan
George Bernard Shaw
Tom Stoppard
Oscar Wilde

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 will study 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 a technological globalism. Students will 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:
The Mahabharata [excerpts]
The Ramayana [excerpts]
The Upanishads [excerpts]
Samskara, U. R. Ananthamurthy [excerpts]
**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, Cesar Chavez and the United Farmworkers, Rage Against the Machine, poetry, and self-taught guitar have in common? This class will explore *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 winners to the ballads of Selena. Students will examine, research, and creatively reflect on notions of identity, birth, and class.

Texts:  
*Black Skin/White Masks*, Franz Fanon  
*Chicana Falsa*, Michelle Serros  
*Labyrinths of Solitude*, Octavio Paz  
*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

**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 these times, as well as the vanguards for myriad new movements throughout the world of art. This course studies the foundational modern thinkers who have done so much to shape our contemporary ideas.

Texts from:  
William Faulkner  
James Joyce  
Ezra Pound  
Gertrude Stein  
William Carlos Williams  
Virginia Woolf

**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 will explore novels, plays, stories, and poems that raise these types of questions, and philosophical treatises that answer them. Students not only will grapple with philosophical problems that have plagued thinkers for thousands of years, but they also will consider their own developing worldview, what Plato described as “the talking of the soul with itself.”

Texts from:  
Margaret Atwood  
Jorge Luis Borges  
Albert Camus  
Milan Kundera  
Alan Lightman  
Jean-Paul Sartre  
Tracy K. Smith  
Colson Whitehead  
Virginia Woolf
TRIMESTER TWO

Contemporary Literature of the Middle East - Honors Course
This course will give students a view into the literary imaginations of contemporary writers from the Middle East. The course studies fiction, plays, poetry, memoirs, and graphic novels from such diverse places as Palestine, Egypt, and even New Jersey. Both regional and global themes include the diaspora, conflict between tradition and modernity, encounter with the West, and human rights. Analytical thinking and writing, research writing, and human-centered design will be part of the course.

Texts:  
How to Understand Israel in 60 Days or Less, Sarah Glidden  
In the Country of Men, Hisham Matar  
Nine Parts of Desire, Heather Raffo  
Tasting the Sky, Ibtisam Barakat  
Poetry by Naomi Shihab Nye

Literature of the Apocalypse - Honors Course
Will there be an end to the world as we know it, and if so, what comes next? Students in this course will 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 will 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 from:  
Margaret Atwood  
Octavia Butler  
P.D. James  
Emily St. John Mandel  
Cormac McCarthy  
Kurt Vonnegut  
Colson Whitehead

Literature of Translation - Honors Course
How does language shape our lives and influence what we are able to read? We often ask, “what is lost in translation?” but we can also consider what is gained when we read a translated text. In this course, students will explore the hidden craft of literary translation by reading translated texts from around the world. Using theories of linguistics and semiotics as frameworks for answering these questions and by engaging in the act of literary translation, students will begin to understand how important translators are to the functioning of modern societies. Finally, by accessing art and literature that was previously inaccessible without translation, students may leave this course wondering about the endless stories that could still be written—and translated.

Texts:  
The Alchemist, Paulo Coelho  
Found in Translation, Nataly Kelly and Jost Zetzche  
Is that a Fish in Your Ear? David Bellos  
My Brilliant Friend, Elena Ferrante  
Semiotics and the Philosophy of Language, Umberto Eco  
Signs Preceding the End of the World, Yuri Herrera
Literature of Place and Self - Honors Course

Wendell Berry said: “If you don’t know where you are, you don’t know who you are.” In this seminar, students will have the opportunity to explore in depth the connection between location and personal identity. Through both reading and writing, students will investigate the ways we establish connections to our places in our worlds, from the narrow corners of our own rooms to the spacious vistas of mountaintops, and the ways in which those places influence our ideas about ourselves.

Texts from:
- Edward Abbey
- Annie Dillard
- Louise Erdrich
- Robert Frost
- Jon Krakauer
- Jack Kerouac
- Aldo Leopold
- Cormac McCarthy
- Mary Oliver
- Leslie Marmon Silko
- Wallace Stegner
- August Wilson

Magic, Sci-Fi, and Social Commentary – Honors Course

What can be achieved with a departure from realism? How do authors use magic, speculative and science fiction, and surrealism to communicate truths about society and politics? After grounding ourselves in Magic Realism as a form of social critique in regions including India, the Caribbean, and Central and South America, we will return to the U.S. for an exploration of magical realism’s cousins—speculative, sci fi, and surrealist literature, and their use as tools for exploring race, class, socio-economic, and gender norms.

Texts from:
- Isabel Allende
- Louise Erdrich
- Gabriel García Márquez
- Franz Kafka
- Carmen Maria Machado
- Haruki Murakami
- Juan Rulfo
- Salman Rushdie
- Jesmyn Ward
- Tiphanie Yanique
- Charles Yu

Poetry Writing - Honors Course

This course will explore history and variety in poetic craft—from classical lyric to contemporary verse—as a guide for writing our own original poetry. Students will study great poets from different centuries, cultures, and schools of thought. Equally important will be the poetry students create, revise, and share in a peer-workshop format. This course emphasizes learning from experience. Students will participate in reading their work, creating a class anthology, and producing their own portfolio of creative writing.

Texts:
- Creating Poetry, John Drury
- Six American Poets, ed. Joel Connaroe
TRIMESTER THREE

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

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

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

Texts:
Beloved, Toni Morrison
The Catcher in the Rye, J.D. Salinger
The Death of Ivan Ilych, Leo Tolstoy
The Glass Castle, Jeannette Walls
Missoula, Jon Krakauer
On the Rez, Ian Frazier
Siddhartha, Hermann Hesse
Waiting for Godot, Samuel Beckett
HUMANITIES ELECTIVES

Students may take these courses for elective credit. They do not count towards graduation requirements in any department.

AP Economics - Advanced Placement Course, Weighted Grade

Eligibility: Grade 12
Offered: Full Year
Limit: 36 students

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

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

Text: Krugman’s Economics for AP, Krugman

The Entrepreneurial Mindset

Eligibility: Grades 9-12
Offered: Trimester 1

Arianna Huffington, Dr. Dre, Oprah Winfrey, and Steve Jobs represent the American entrepreneurial spirit. They have the vision to imagine a place in the world for a product that the world thinks it does not need, and the organizational skills required to prove the doubters wrong by making their vision real. It is in this way that entrepreneurs change our world. In this one-trimester REDI Lab elective, students will work through original case studies (as used at top business schools) to gain real-world insights on the core skills of entrepreneurialism: creativity, innovation, collaboration, pivoting, networking, challenging the status quo, and—finally—storytelling. Students will take on real-world ideas, clients, and products to nurture entrepreneurial vision while fostering organizational acumen. Ultimately, students will develop a pitch that expresses their vision and a business plan to make that vision real.
Speech & Debate
Eligibility: Grades 9-12
Offered: Trimesters 1 & 2

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

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

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

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

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

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

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

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

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

Placement:

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

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

Math 2
_Linear and Quadratic Algebra_
10th Grade

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

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

Advanced Algebra (2*)
(Advanced Algebra and Trigonometry)
10th Grade

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

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

AP Statistics

Advanced Topics in Mathematics

Additional courses:

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

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

**Math 1**

Prerequisite: None
Eligibility: Grade 9
Offered: Full Year

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

**Advanced Algebra**

Prerequisite: Algebra and Geometry
Eligibility: Grade 9 (with recommendation of the department)
Offered: Full Year

In Advanced Algebra, students build a more complete understanding of linear and quadratic algebra. Students develop their TI-Nspire calculator skills to help model and understand algebraic relationships. Topics include linear and quadratic relationships, functions and their transformations, and right triangle trigonometry and trigonometric functions. A TI-Nspire CX calculator is required.
Math 2
Prerequisite: Math 1
Eligibility: Grade 10
Offered: Full Year

In Math 2, students build a more complete understanding of linear and quadratic algebra. Students expand on the concept of proportional reasoning to work with linear expressions, equations, and systems. Students leverage and expand on their TI-Nspire calculator skills to help model and understand algebraic relationships. Topics include sequences, quadratic relationships, functions and their transformations, right triangle trigonometry, and probability. A TI-Nspire CX calculator is required.

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

Students in Math 2e connect and refine skills with linear and quadratic algebra, connecting graphical and algebraic representations of functions and systems. Students leverage strong algebraic manipulation to extend their work to polynomial functions of higher degree, rational, exponential, and logarithmic functions. Students develop an understanding of inverse functions and transformations. Students build on previous work with similar right triangles to develop a general understanding of trigonometric functions and the unit circle. A TI-Nspire CX calculator is required.

Math 3: Non-Linear Functions and Trigonometry
Prerequisite: Math 2
Eligibility: Grade 11
Offered: Full Year

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

Precalculus
Prerequisite: Advanced Algebra, Math 2e, or Math 3
Eligibility: Grades 10-12
Offered: Full Year

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

Text: Larson, Precalculus with limits (3rd edition)

30
Honors Precalculus
Prerequisite: Advanced Algebra or Math 2e and permission of the department
Eligibility: Grades 10-12
Offered: Full Year

Honors Precalculus is different from Precalculus. In this challenging, fast-paced course, students explore non-routine problems across algebraic topics. Students develop and generalize approaches working in collaborative groups. Topics contain material beyond what is necessary for Calculus, and introduce mathematical through-lines to a variety of college level courses, including linear algebra, complex analysis, and discrete math. Students leverage symmetry and multiple representations to explore trigonometry, analytic geometry, combinatorics, and probability. Attention to precision and fluency with algebraic manipulation are practiced and valued throughout the course. A TI-Nspire CX calculator is required.

Text: Larson, *Precalculus with limits (3rd edition)*

Calculus
Prerequisite: Precalculus or permission of the department
Eligibility: Grades 11-12
Offered: Full Year

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

AP Statistics - Advanced Placement Course, Weighted Grade
Prerequisite: Math 3 or Precalculus
Eligibility: Grades 11-12
Offered: Full Year

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

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

Prerequisite: Precalculus and permission of the department

Eligibility: Grades 11-12

Offered: Full Year

Note: Students enrolled in this course are required to take the AP exam.

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

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


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

Prerequisite: AB Calculus or Honors Pre-Calculus and permission of the department

Eligibility: Grades 11-12

Offered: Full Year

Note: Students enrolled in this course are required to take the AP exam.

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

The major topics of this course include: the rigorous definition of limits and derivatives; the derivatives of parametric, polar, and vector functions; differential equations and their applications; techniques and applications of antidifferentiation; and polynomial approximations and series. The TI-Nspire CX is used extensively throughout the course to analyze and graph series, functions, derivatives, and integrals; as well as to compute numerical values for series and their approximations. Primary means of assessment include quizzes, tests, and projects. Tests are designed to prepare students for the Advanced Placement Examination in May.
**Advanced Topics in Mathematics – Weighted Grade**

**Prerequisite:** Permission of the department

**Eligibility:** Grades 11-12

**Offered:** Full Year

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

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

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

**REQUIRED SCIENCE COURSES**

**Biology**
Prerequisite: None
Offered: Full Year

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

Text: *Life on Earth (iBook)*

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

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

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

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

**Conceptual Chemistry**
Prerequisites: Biology
Offered: Full Year

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

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

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

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

Text: *Biotechnology: A Laboratory Skills Course*, Brown

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

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


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

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

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

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

Text: Physics, Holt McDougal, 2012

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

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

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

Text: College Physics, 8th ed., Serway and Vuille
AP Physics C - Advanced Placement Course, Weighted Grade
Prerequisite: AP Physics 1, Pre-calculus, Teacher approval
Co-requisite: AP Calculus AB, BC, or above
Eligibility: Grade 12
Offered: Full Year
Note: Students enrolled in this course are required to take both the AP Physics C Mechanics and Electricity and Magnetism exams.

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

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

**Physiology - Honors Course**
Prerequisite: Chemistry
Eligibility: Grades 11-12
Offered: Full Year

The need to survive can force the body to go into overdrive. Using stories about extreme conditions and survival, students explore a variety of body systems from the cardiovascular to the brain and muscle systems. Utilizing laboratory activities, this course explores the inner workings of the human body. Students intending to take the AP Biology Exam are strongly advised to take General Physiology in 11th Grade and Advanced Biology in 12th Grade.

Text: *Surviving the Extremes*, Kamler

**The Science of Climate Change - Honors Course**
Prerequisite: Biology and Chemistry (or Chemistry co-requisite)
Eligibility: Grades 10-12
Offered: Trimester 3

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

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

Text: *Texts and lab manuals provided by the teacher*
Tiny Earth - Honors Course

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

Eligibility: 12

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

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

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

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

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

Requirement: Three years of Social Studies, including Global Perspectives, United States History, and three trimesters of electives.

Global Perspectives
Eligibility: Grade 9
Offered: Full year

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

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

United States History
Eligibility: Grade 10
Offered: Full Year

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

Requirement: Three trimesters of electives to be completed during Junior and Senior years.

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

FULL-YEAR ELECTIVES

AP European History - Advanced Placement Course, Weighted Grade

Prerequisite: Department approval and permission of instructor
Eligibility: Grades 11-12
Offered: Full Year
Note: Students enrolled in this course are NOT required to take the AP exam, although they are encouraged to do so. Students who choose not to take the exam will take a final exam.

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, economic, cultural, and intellectual. The course emphasizes the mastery of content and the chronological sequences that organize it. In addition, however, students are encouraged to think critically and interpretively, to address questions of causality, to comprehend multiple interpretive perspectives, to engage in comparative analysis, to think “historically,” to write persuasively and with reference to evidence, and to analyze primary source documents in ways that create synthetic narratives (as historians do).

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

Prerequisite: Global Perspectives and U.S. History
Eligibility: Grades 11-12
Offered: Full Year
Note: Students enrolled in this course are required to take the AP Human Geography exam. The score on the AP exam does not affect the grade in this course.

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, virtually all CA Juniors and Seniors can 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 geo-literate, more knowledgeable and engaged in contemporary global issues, and more multicultural in perspective should consider this course. Students should be able to read at a college level, compose well-constructed essays, analyze various forms of geospatial data, and be actively involved in every class.

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

TRIMESTER ELECTIVES

<table>
<thead>
<tr>
<th>Trimester 1</th>
<th>Trimester 2</th>
<th>Trimester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Empire and Revolution</td>
<td>• Empire and Revolution</td>
<td>• Arab Spring</td>
</tr>
<tr>
<td>• Gender Studies</td>
<td>• Lincoln &amp; King (Part 1)</td>
<td>• History of the Cold War</td>
</tr>
<tr>
<td>• Modern China</td>
<td>• The Supreme Court</td>
<td>• Landmarks of World Architecture</td>
</tr>
<tr>
<td>• The Sociology of Sports</td>
<td>• Vietnam</td>
<td>• Lincoln &amp; King (Part 2)</td>
</tr>
<tr>
<td>• War on Terror</td>
<td>• World War II</td>
<td></td>
</tr>
</tbody>
</table>
TRIMESTER ONE

Empire and Revolution in Southeast Asia - Honors Course
This course will explore a series of issues central to the character of global empires—the causes of their expansion, the drive for military security, the psychology of colonial dominion, their ecological and economic transformations, the rise of nationalist resistance, and the dynamics of imperial decline. After reviewing the expansion of European colonialism into Southeast Asia, the course will focus on the region’s response, which ranges from peasant revolt to national revolution. Readings will include primary and secondary sources on the dynamics of empire and the social processes of both resistance and revolution. Regional case studies may include the Philippines, Indonesia, Vietnam, Thailand, and Burma. Students will emerge from the course with a better understanding of the nature of empire and, more broadly, the dynamics of historical change.

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

Text: Gender Through the Prism of Difference, eds., Zinn, Hondagneu-Sotelo, Messner, and Denissen

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

The Sociology of Sports - Honors Course
Firmly embedded in the American cultural identity is the somewhat peculiar notion that institutions of higher learning should also, as part of their mission, field competitive athletic teams drawn from their respective student bodies and stage competitions to determine a victor. This course is designed to explore the origins of this phenomenon and how it has evolved from its arguably classical roots to the enormous revenue-generating industry that it has become. Beyond looking at how college sports have become big business, we will examine how college athletics have come to be a dominant part of American culture.
The War on Terror - Honors Course
This course examines the terrorism in the late 20th century and the events that led to the 9/11 attacks. Students will learn about the ideology and belief system of jihadist radicals, including al Qaeda and ISIS. Students will also examine the response to 9/11 by the Bush Administration, including the decision to send American troops to Afghanistan and Iraq. Students will study the foreign and military policy of the Obama administration, as they struggled to contain and suppress the spread of radical Islamic terrorism. Students will learn about the experience of American soldiers as they have served in Iraq and Afghanistan.

Texts:  
*The Forever War*, Dexter Filkin  
*The Looming Tower*, Lawrence Wright  
*War*, Sebastian Junger

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

TRIMESTER TWO

Empire and Revolution in Southeast Asia - Honors Course
This course will explore a series of issues central to the character of global empires—the causes of their expansion, the drive for military security, the psychology of colonial dominion, their ecological and economic transformations, the rise of nationalist resistance, and the dynamics of imperial decline. After reviewing the expansion of European colonialism into Southeast Asia, the course will focus on the region’s response, which ranges from peasant revolt to national revolution. Readings will include primary and secondary sources on the dynamics of empire and the social processes of both resistance and revolution. Regional case studies may include the Philippines, Indonesia, Vietnam, Thailand, and Burma. Students will emerge from the course with a better understanding of the nature of empire and, more broadly, the dynamics of historical change.
Abraham Lincoln and Martin Luther King Jr.: The Better Angels of Our Nature - Honors Course
The larger-than-life monuments in our nation’s capital dedicated to President Abraham Lincoln and Dr. Martin Luther King Jr. are separated by a short walk, suggesting that the abbreviated lives of these two very different Americans warrant the symbolic emphasis of proximity, despite the century that separated their time on a truly world stage. This two-trimester sequence of courses is intended to explore the lives of these two complex individuals who came, in their own unique way, to live the belief that Black Lives Matter, long before such an awareness was branded, as a by-product of Americans continuing to wrestle with a racial consciousness into the 21st century.

Part 1 (Trimester 2) will focus on the notions of character and leadership as they relate to President Lincoln and Dr. King.

Part 2 (Trimester 3) will focus on how the life and times of these men contributes meaningfully to our ongoing national quest toward equality in all its manifestations. This portion of the sequence will also feature a faculty-led trip to Washington, D.C. as a kind of sociological study, where students will observe, reflect, and even interview visitors to the aforementioned sculptures memorializing these men and the very ideas they attempted to embody. Hundreds of thousands of people from all over this nation and world visit these monuments erected to honor the lives of these two men, and this fact alone presents myriad opportunities for understanding character and leadership in our time.

The Supreme Court - Honors Course
This class focuses on the United States Supreme Court through both historical and contemporary lenses. We spend the early weeks of the class looking at the structure of the Court—its origins, constitutional parameters, composition, and selection of cases. Students will discuss and debate topics, such as how many justices should serve on the Court or whether life appointments should still exist. After establishing a solid base in the workings of the Court, we turn to case studies, organized by theme and constitutional questions, and ask the students to consider them as a group. Themes include the right to privacy, equal protection before the law, crime and punishment, and free speech—to name but a few. In our final weeks, we turn to the current Court’s docket and debate the merits of upcoming cases. By the end of the class, students will have a firm grasp of the history of the Court, how it has shaped constitutional law and public policy in a number of areas, and what challenges it faces in the modern era.

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

Texts:
Vietnam: An Epic Tragedy, 1945-1975, Max Hastings
The Vietnam War (documentary), Ken Burns and Lynn Novick
**World War II - Honors Course**

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

**TRIMESTER THREE**

**The Arab Spring - Honors Course**

This course will explore the nature of the popular uprisings that began in December 2010 in Tunisia and ultimately swept through much of the Arab World. We will begin by examining the uprisings through the lenses of theories of revolution and democratic transition. Then, we will focus on unfolding dynamics in Tunisia, Egypt, Libya, Syria, and Yemen to discern similarities and differences. Why did revolutions happen in some countries but not in others? Why did the outcomes differ so widely? Why did monarchies emerge unscathed and authoritarian rule prove so durable? We will pay close attention to the voices of protest from this period—including young people, women, artists, musicians, poets, and filmmakers—as well as the role of social media as a mobilizing factor. Throughout the trimester, we will consider the issues, conflicts, and questions people face every day in volatile times.

**“We Will Bury You”: A History of the Cold War - Honors Course**

In the final third of a trilogy of courses on global conflict in the 20th century, we turn our attention to the on again, off again relations between the sovereign states of Russia/USSR and the United States of America and their respective evolutions into the de facto heads of an almost Orwellian global polarity. To quote former Sec. of Defense, Robert McNamara, in the aftermath of the Cuban Missile Crisis, “There was nothing cold about it, this was a hot war.” Though a bit daunting for a trimester course, we will attempt to unravel the various events that inform this troublesome span of nearly all the decades of the previous century. We’ll close by considering the legacy of this period and how it may continue to offer lessons for current circumstances.

**Landmarks of World Architecture - Honors Course**

This class will examine major works of world architecture from historical, cultural, religious, and engineering standpoints. Landmarks will be studied with regard to their composition and structure, but also in terms of the historical contexts in which they were built. Questions about leadership, funding, belief systems, state development, labor, and access will be considered. We will also look at the buildings in the modern day, analyzing how and why form and function have changed or stayed the same. Possible case studies will include the Taj Mahal in India, the Alhambra in Spain, the Hagia Sophia in Turkey, the Forbidden City in China, the pyramids of Egypt and the Golden Gate Bridge in the U.S.
Abraham Lincoln and Martin Luther King Jr.: The Better Angels of Our Nature - Honors Course
The larger-than-life monuments in our nation’s capital dedicated to President Abraham Lincoln and Dr. Martin Luther King Jr. are separated by a short walk, suggesting that the abbreviated lives of these two very different Americans warrant the symbolic emphasis of proximity, despite the century that separated their time on a truly world stage. This two-trimester sequence of courses is intended to explore the lives of these two complex individuals who came, in their own unique way, to live the belief that Black Lives Matter, long before such an awareness was branded, as a by-product of Americans continuing to wrestle with a racial consciousness into the 21st century.

Part 1 (Trimester 2) will focus on the notions of character and leadership as they relate to President Lincoln and Dr. King.

Part 2 (Trimester 3) will focus on how the life and times of these men contributes meaningfully to our ongoing national quest toward equality in all its manifestations. This portion of the sequence will also feature a faculty-led trip to Washington, D.C. as a kind of sociological study, where students will observe, reflect, and even interview visitors to the aforementioned sculptures memorializing these men and the very ideas they attempted to embody. Hundreds of thousands of people from all over this nation and world visit these monuments erected to honor the lives of these two men, and this fact alone presents myriad opportunities for understanding character and leadership in our time.
**VISUAL AND PERFORMING ARTS**

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

<table>
<thead>
<tr>
<th>TRIMESTER 1</th>
<th>TRIMESTER 2</th>
<th>TRIMESTER 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dance:</strong></td>
<td><strong>Dance:</strong></td>
<td><strong>Dance:</strong></td>
</tr>
<tr>
<td>• Dance: Techniques and Practices (Beginning Tap)</td>
<td>• Dance: Techniques and Practices (Int/Adv Tap)*</td>
<td>• Dance: Techniques and Practices (Broadway)</td>
</tr>
<tr>
<td>• Dance Company*</td>
<td>• Dance Company*</td>
<td>• Vertical Dance/Site Specific</td>
</tr>
<tr>
<td><strong>Music:</strong></td>
<td><strong>Music:</strong></td>
<td><strong>Music:</strong></td>
</tr>
<tr>
<td>• Audio Engineering**</td>
<td>• Academy Jazz*</td>
<td>• Academy Jazz*</td>
</tr>
<tr>
<td>• CA Ambassadors +</td>
<td>• Audio Engineering**</td>
<td>• Audio Engineering**</td>
</tr>
<tr>
<td>• Chanteurs +</td>
<td>• CA Ambassadors +</td>
<td>• CA Ambassadors +</td>
</tr>
<tr>
<td>• Concert Choir</td>
<td>• Chanteurs +</td>
<td>• Chanteurs +</td>
</tr>
<tr>
<td>• Jazz Ensemble*</td>
<td>• iBand - iPad ensemble</td>
<td>• Concert Choir</td>
</tr>
<tr>
<td>• Music Theory**</td>
<td>• Music Theory**</td>
<td>• Music Theory**</td>
</tr>
<tr>
<td>• Orchestra*</td>
<td>• Rock Ensemble*</td>
<td>• Orchestra*</td>
</tr>
<tr>
<td>• Rock Ensemble*</td>
<td></td>
<td>• Rock Ensemble*</td>
</tr>
<tr>
<td><strong>Theater:</strong></td>
<td><strong>Theater:</strong></td>
<td><strong>Theater:</strong></td>
</tr>
<tr>
<td>• Acting I/Scene Study</td>
<td>• Acting I/Scene Study</td>
<td>• Acting for the Camera</td>
</tr>
<tr>
<td>• Acting II/Production*</td>
<td>• Acting II/Production*</td>
<td>• Acting I/Scene Study</td>
</tr>
<tr>
<td>• Musical Theater</td>
<td>• Musical Theater</td>
<td>• Acting II/Production*</td>
</tr>
<tr>
<td>• Technical Theater</td>
<td>• Technical Theater</td>
<td>• Technical Theater</td>
</tr>
<tr>
<td>• Theater Practicum</td>
<td>• Theater Practicum</td>
<td>• Theater Practicum</td>
</tr>
<tr>
<td><strong>Visual Art:</strong></td>
<td><strong>Visual Art:</strong></td>
<td><strong>Visual Art:</strong></td>
</tr>
<tr>
<td>• Advanced 2D Art*</td>
<td>• Advanced 2D Art*</td>
<td>• Ceramics</td>
</tr>
<tr>
<td>• Ceramics</td>
<td>• Digital Art</td>
<td>• Digital Art</td>
</tr>
<tr>
<td>• Digital Art</td>
<td>• Digital Special Effects*</td>
<td>• Digital Video</td>
</tr>
<tr>
<td>• Digital Video</td>
<td>• Photography</td>
<td>• Photography</td>
</tr>
<tr>
<td>• Photography</td>
<td>• Studio Art</td>
<td>• Studio Art</td>
</tr>
<tr>
<td>• Studio Art</td>
<td>• Visual Design &amp; Algorithmic Art</td>
<td>• Visual Design &amp; Algorithmic Art</td>
</tr>
<tr>
<td>• Yearbook</td>
<td>• Yearbook</td>
<td>• Yearbook</td>
</tr>
<tr>
<td>• Senior Portfolio*</td>
<td>• Senior Portfolio*</td>
<td>• Senior Portfolio*</td>
</tr>
</tbody>
</table>

*Prerequisite
**Yearlong
+Specialty Group, not for Art Credit
DANCE

Dance classes fulfill an art credit. A student may take any dance class in the curriculum for **one trimester of athletic credit per year**. Dance cannot count for both types of credit during the same trimester.

**Dance: Techniques and Practices**

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>Approval of Instructor for Intermediate/Advanced Tap only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligibility:</td>
<td>Grades 9-12</td>
</tr>
<tr>
<td>Offered:</td>
<td>Trimesters 1, 2, 3</td>
</tr>
</tbody>
</table>

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

**Trimester 1: Beginning Tap** – This class will focus on introducing students to the foundational principles and techniques of tap dancing. This will be a true beginner class that will be geared towards those with little to no prior experience tap dancing. Students will work on rhythm, musicality, and articulation of sound in feet while building speed of movement. We will utilize various styles of music in this class. All are welcome and encouraged!

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

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

**Vertical Dance / Site Specific Dance Study**

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligibility:</td>
<td>Grades 9-12</td>
</tr>
<tr>
<td>Offered:</td>
<td>Trimester 3</td>
</tr>
</tbody>
</table>

This class will explore the adventurous and stunning nature of site specific and vertical dance. We will begin on the ground with basic movement concepts and practices, and gradually move ourselves to practicing vertically. In addition to vertical, we will explore site-specific dance—dancing in unexpected locations that lend new interpretation and possibility to choreography. Our vertical dancing will utilize climbing gear, including top rope, harness, and GriGri. When ready, we will try our hand at outdoor locations, such as suspended on a building wall, tree, or rock-side.
### Dance Company

**Prerequisite:** Approval of Instructor and Commitment Contract  
**Eligibility:** Grades 9-12  
**Offered:** Trimesters 1, 2

This is an Intermediate/Advanced performing ensemble. Only students who have been approved will be able to enroll for the Company. Students who wish to apply must submit a letter of interest to Ms. Zaremba. In this group, we will practice and explore multiple styles of dance and choreography to create pieces of repertoire to be performed throughout the school year. There will be increased opportunity and emphasis on student-generated choreography and individual expression. In addition, we will explore ways to utilize dance as a means of giving back to our community. Students will be asked to think critically, creatively, and ethically while combining service, choreography, and performance. The company will meet during a scheduled school block; however, additional rehearsals may be scheduled outside of class time. These rehearsals will be made with the dancer’s schedules and commitments in mind. Students are not required to enroll for both trimesters, but may do so for credit.

Students must have mastered foundational techniques of ballet, jazz, contemporary, modern, or tap and be able to collaborate and work well with others. If a student is not ready for Company work at the start of the school year, the student may train through Dance electives and reapply for the second trimester.

### MUSIC

#### Academy Jazz

**Prerequisite:** Audition  
**Eligibility:** Grades 9-12  
**Offered:** Trimesters 2, 3

Academy Jazz is an audition-only performance group. Students will learn creativity and discipline through the study of a range of jazz styles. An emphasis is placed on understanding music theory as it relates to chord structures and progressions as well as improvisation. Students are required to attend all performances. There will be at least one outside performance.

#### Audio Engineering

**Prerequisite:** None; some music background is recommended.  
**Eligibility:** Grades 9-12  
**Offered:** Full Year  
**Credit:** 4 Credits (2 Fine Arts and 2 CSED)

In Audio Engineering, students will explore sound, studio recording and music production techniques and technology en route to producing their own studio recording projects. They learn how to plan and direct recording projects, how to use industry-standard audio recording and production software to mix tracks and add effects, how to program and use virtual instruments within recording projects, and how to produce and share their own music and the compositions and performances of others. Students will finish the course with a digital portfolio of music projects that they have recorded and produced. Audio Engineering will also involve projects and investigations in the following areas: the production of sound for video, acoustics and acoustic room treatment, sound synthesis, and the design and construction of 2-way loudspeakers or musical instruments.
CA Ambassadors
Prerequisite: Audition
Eligibility: Grades 10-12
Offered: Trimesters 1, 2, 3
Note: Specialty group, not for art credit. Meets outside of regular schedule.

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

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

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

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

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

iBand - iPad Ensemble
Prerequisite: None
Eligibility: Grades 9-12
Offered: Trimester 2

iBand is a non-auditioned, digital music ensemble. Using iPads and digital music tools, students will perform original compositions and arrangements of popular music live in an ensemble setting. Performances are required in order to receive credit for this course. No formal music training is required. Required materials include a CA-provided iPad.
**Jazz Ensemble**
Prerequisite: Previous participation in instrumental ensemble (including MS) or audition
Eligibility: Grades 9-12
Offered: Trimester 1

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

**Music Theory**
Prerequisite: Proficiency examination required
Eligibility: Grades 11-12
Offered: Trimesters 1, 2, 3

Music Theory is a yearlong course. Students are expected to have had some musical experience prior to entering the course, and must pass a basic proficiency examination. The course is designed to provide students with an in-depth understanding and application of various aspects of music theory, including: music fundamentals (pitch, rhythm, scales, and triads); foundations of harmony and counterpoint; interpretation and creation of chord progressions and larger musical forms; jazz and modern era theory and practice; and developing skills in sight singing and dictation.

**Orchestra**
Prerequisite: Previous experience on instrument to be played; private lessons strongly recommended
Eligibility: Grades 9-12
Offered: Trimesters 1, 3

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

**Rock Ensemble**
Prerequisite: Previous participation in instrumental ensemble (including MS) or audition
Eligibility: Grades 9-12
Offered: Trimesters 1, 2, 3

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

**PRIVATE MUSIC LESSONS**
Private instruction is available in both vocal and instrumental music for all students of all skill levels. Enrollment is through the Music Department at the beginning of the school year. Private Music lessons do not receive arts credit.
THEATER

**Acting for the Camera (odd graduation years)**
Prerequisites: None
Eligibility: Grades 9-12
Offered: Trimester 3

In this course students develop techniques to use the camera as an acting partner while retaining the ability to focus on other actors during the scene. Actors use imagination and emotional preparation training integral to stage performance, while learning the skills necessary for working with challenging edits, the non-linear timeline of film and TV production, an on-camera director, and the unique demands and environment of a studio setup. Students also will prepare for on-camera auditions and monologues to equip them to navigate demo-reels, social-media based web-series, and professional film, TV, and commercial production.

**Improvisation (even graduation years)**
Prerequisites: None
Eligibility: Grades 9-12
Offered: Trimester 3

Do you want to get better at thinking on your feet/reacting in the moment? Do you want to be a better communicator/collaborator/presenter? Do you like laughing? Then come play with us!
Open to anyone and everyone, this course delves into the world of the unscripted performance technique known as *improvisation*. Students learn the rules, techniques, and foundations of this form that gave us some of our greatest comedic minds: Tina Fey, Kristin Wiig, Bill Murray, Steve Carell, and more! Students will present at least one improv show during lunch for a live audience.

**Acting/Scene Study I**
Prerequisite: None
Eligibility: Grades 9-12
Offered: Trimesters 1, 2, 3

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

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

This course is open to all students who have fulfilled the Acting/Scene Study I prerequisite and are in Grade 10 or above. Students enrolled in this course audition for, rehearse, and perform a play for a live audience. Rehearsals will take place in class, with some after-school and weekend commitments in the week leading up to the performances.
**Musical Theater**

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

This workshop-style course offers students a focused study of the techniques used in musical theater performance. It is intended for anyone who is interested in learning how to perform in the musical theater style, using songs from shows ranging from *Oklahoma!* and *West Side Story* to *Hamilton* and *Dear Evan Hansen*. Students are encouraged to choose repertoire within their range and according to their interests. The course is a progressive training ground for advanced work in the annual musical presentation.

**Technical Theater I (II, III, IV)**

Prerequisite: None for first level
Eligibility: Grades 9-12
Offered: Level I – Trimesters 1, 2, 3
       Level II, III, IV – Full Year

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

**Theater Practicum**

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

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

Practicum (Performance) is an opportunity for students to participate in a mainstage production for arts credit. With permission from faculty, students who are cast in one of two mainstage productions may use that show as an arts credit. Mainstage productions perform on the Leach Center for the Performing Arts stage and rehearse in the evening after sports. Students should be prepared to attend all evening rehearsals for which they are called, abide by all expectations set forth by the director, and participate in all dress rehearsals and performances.
VISUAL ARTS

Advanced 2D Art
Prerequisite: One trimester of drawing and painting (or a portfolio review)
Eligibility: Grades 10-12
Offered: Trimesters 1 and 2 (must enroll in both trimesters)

This course gives artists the opportunity to choose a concentration in drawing, painting, or mixed media. They explore complex approaches in their chosen medium that will strengthen and develop their individual artistic voices. 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.

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

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

Advanced Ceramics
Prerequisite: One trimester of Intro to Ceramics (or Ceramics 2020-21 school year or earlier)
Eligibility: Grades 9-12
Offered: Trimesters 1, 2, 3

This class gives students the opportunity to build upon the basic skills they learned in Intro to Ceramics in both hand building and wheel throwing. Students go deeper into the nuances of ceramic art by exploring the myriad of things that artists do with clay. Students will also learn studio habits that facilitate artistic growth as they explore their own emerging artistic voice.

Digital Art
Prerequisite: None
Eligibility: Grades 9-12
Offered: Trimester 1, 2, 3

This course explores imagery, text, and color in digital media using Adobe Creative Suite programs, including Fresco, Illustrator, and Photoshop. Students will use all aspects of the artistic design process while learning about digital drawing, vector graphics, pixel graphics, and image manipulation. Inspired by contemporary artists and digital media’s function in society, students will develop their own independent projects, including illustration, graphic design, poster and logo design, animation, website design, and more.
Digital Video I
Prerequisite: None
Eligibility: Grades 9-12
Offered: Trimesters 1, 2, 3

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

Digital Video II
Prerequisite: Three trimesters Digital Video I
Eligibility: Grades 9-12
Offered: Trimesters 1, 2, 3

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

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

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

Digital Special Effects: Adobe After Effects
Prerequisite: Two trimesters of Digital Video I
Eligibility: Grades 10-12
Offered: Trimester 2

Students will learn the basics of manipulating and creating raw digital effects, from title sequences to light sabers and beyond. The driving force behind this digital manipulation is Adobe After Effects. Beginning with the understanding of keyframing, students learn that “digital stitching” can replace the sky, generate “handmade” titles, and eventually add 3D objects to real time video. This is for the video student who enjoys editing and may be taken a second time, graduating to more advanced special effects.
Introduction to Architectural Drawing
Prerequisite: None
Eligibility: Grades 9-12
Offered: Trimester 3

In this introductory course students explore the basic skills that are important in standard building design. The students practice axonometric drawing, perspective drawing, observational drawing, and drafting skills. They discover how all these skills can assist in learning how to use computer-aided drafting software in designing unique spaces that have a personal aesthetic.

Photography I: Intro to Photography
Prerequisite: None
Eligibility: Grades 9-12
Offered: Trimesters 1, 2, 3

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

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

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

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

Materials: Students must provide a journal. Supplies cost approximately $10 per trimester.
Photography III: Advanced Photographic Practice
Prerequisite: Three trimesters of Photography II
Eligibility: Grades 11-12
Offered: Trimesters 1, 2, 3

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

Materials: Students must provide a digital camera, SD card, and journal. Supplies cost approximately $10 per trimester.

Studio Art I
Prerequisite: None
Eligibility: Grades 9-12
Offered: Trimesters 1, 2, 3

Studio Art I introduces the foundations of visual arts as students begin exploring their artistic voice. In an open studio, students develop independent art projects in a variety of media, including drawing, painting, printmaking, and sculpture. Students draw inspiration from contemporary and historical artists to envision their own individual creative direction. Emphasis is placed on creativity and execution of the Studio Habits of Mind, including expression, persistence, and reflection on their own work and the work of others.

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

During three trimesters, Studio Art II provides further development of students’ technical skill and conceptualization. Students work toward the following goals: individual growth in technical skills in the use of their chosen media; the development of evaluative and critical-thinking skills from participation in regularly scheduled critiques; and growth in creativity and original style. In addition, students continue to analyze the work of contemporary artists and art movements to inform the direction of their body of work.
**Studio Art III**

Prerequisite: Three trimesters of Studio Art II and permission of instructor

Eligibility: Grades 11-12

Offered: Trimesters 1, 2, 3

The course of study at the Studio Art III level is focused on the intention of the student’s voice, refining their visual communication while continuing their pursuit of technical excellence in a chosen medium. This course requires that each student take creative risks, inform their work with an understanding of the major contemporary art movements, and include research into a particular artist’s or group of artists’ work. Emphasis is on experimental mediums and pushing their visions further, with an analytical approach to the solution of aesthetic problems.

**Visual Design & Algorithmic Art**

Prerequisite: None

Eligibility: Grades 9-12

Offered: Full Year

Credit: 4 credits (2 Arts and 2 CSED)

Enter the world of visual expression, computational creativity, and design thinking to create something out of nothing and bring your ideas to life. Explore laser cutting, 3D modeling, coding, and various art media to create two-dimensional imagery and three-dimensional sculpture. Explore functionality and beauty to express your personal voice. Embrace happy mistakes and take risks. Tackle big ideas by breaking them into smaller steps. Represent concepts with visual accuracy. This class will emphasize the connections and integrations between studio art and computer science to develop epic projects. We will speak with and learn from professionals in the field through presentations and visits. After completing this class, students can take advanced computer science courses and effectively pursue their passions in the art studio. Although this is an introductory course, students at any level of expertise in art, computer science, or engineering design are encouraged to join and take their skills in a new and exciting direction.

**Yearbook I**

Prerequisite: None

Eligibility: Grades 9-12

Offered: Full Year

Yearbook I students will be members of the yearbook staff, charged with creating a professional publication that represents the school. Students will learn and apply basics of graphic design and layout. They will write short articles to accompany their layouts. They will work with the yearbook advisors, editors, and the representative from the publishing company to create and guide pages through the publication process. Students in Yearbook I may enroll for 1, 2, or 3 trimesters.
**Yearbook II**

Prerequisite: Yearbook I or a graphic design class
Eligibility: Grades 10-12
Offered: Full Year

Yearbook II students will be editors of the yearbook staff, charged with creating a professional publication that represents the school and helping to train Yearbook I students. This editorial staff will help decide and design the overall look of the yearbook, maintaining a consistent theme and color scheme throughout the book. They will work with the yearbook advisors, staff, and the representative from the publishing company to create and guide pages through the publication process. Students in Yearbook II must enroll in both 1st and 2nd trimesters; 3rd trimester is optional.

**PORTFOLIO LEVEL VISUAL ARTS**

**Portfolio Prep Class**

Prerequisite: Five trimesters of Visual Arts, at least one during Junior Year, and at least three in the area of concentration, including:
- Ceramics
- Digital Video
- Photography & Digital Art
- Studio Art

Eligibility: Grade 11
Offered: Trimester 3

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

Students petitioning for Senior Portfolio will interview with Visual Arts faculty. They will identify and demonstrate their concentration of media.

**Senior Portfolio Class**

Prerequisite: Portfolio Prep class, exit critique, interview, and permission of instructor
Eligibility: Grade 12
Offered: Full Year

This advanced-level course is designed to provide students with a professional-style portfolio of work across studio arts, photography, ceramics, filmmaking, or digital video production. Students develop a collection of work and artist’s statement that best represents their individual perspective and technical proficiency. Crafting an artist’s statement solidifies the philosophy and intent of the work. Through peer critique, discussion, and reflection on historical and contemporary art, students choose pieces for inclusion in final portfolios. Opportunities to visit Denver-area galleries and artists are available. The class culminates in an exhibition and/or screening for each student. Post-Exhibition Show, students will utilize their skills with other artists to collaborate in a community service project. This will continue into Trimester 3.
**WORLD LANGUAGE**

**Requirement:** Three years of the same global language in Upper School.

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

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

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

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


**Chinese II**
Prerequisite: Chinese I  
Eligibility: Grades 9-12  
Offered: Full Year

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


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

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

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

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


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

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

Barron’s AP - Chinese

French I
Prerequisite: None
Eligibility: Grades 9-12
Offered: Full Year

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

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

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

Text: *Espaces*, Vista Higher Learning

---

**French III**  
**Prerequisite:** French II or instructor placement  
**Eligibility:** Grades 9-12  
**Offered:** Full Year  

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

---

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

French IV combines a review of French grammar and an expansion of vocabulary with an introductory study of Francophone literature and culture. French IV focuses on developing students’ written, oral, and aural skills so that they may begin to use French at a high intermediate level of proficiency. Students learn about contemporary life in Francophone countries; they also explore some of the literature that has shaped the French identity via authentic texts of Francophone authors.
French: Advanced Seminar - Honors Course
Prerequisite: French IV
Eligibility: Grades 10-12
Offered: Full Year

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

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

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

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

The AP French Language and Culture course is structured around six themes: Global Challenges, Personal and Public Identities, Science and Technology, Beauty and Aesthetics, Contemporary Life, and Families and Communities. Each theme includes a number of contexts for exploration which address essential questions for the 21st century. This structure creates an interesting, meaningful context in which to explore a variety of language concepts with authentic material (audiovisual and print). This course concludes with a national exam, the Advanced Placement French Language & Culture Examination.
Spanish for Heritage Speakers – (Second Year is Honors)
Prerequisite: Ability to understand and speak Spanish at native or near native fluency.
Eligibility: Grades 9-12
Offered: Full Year

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

Spanish I
Prerequisite: None
Eligibility: Grades 9-12
Offered: Full Year

The Spanish I curriculum allows students to acquire basic practical vocabulary and fundamental grammatical structures while building cultural awareness. Goals include, but are not limited to, learning to ask and answer simple questions, describe people, express likes and dislikes, and narrate a short sequence of events. The culture and geography of Spanish-speaking countries are also stressed. Students learn to comprehend spoken Spanish through frequent exposure to the “real-life language” of native speakers via video programs and other resources, where emphasis is given to understanding the meaning of unfamiliar words through context. By the end of the class, they are able to communicate basic information. Students can expect in-class oral paired activities, group communicative exercises, and nightly assignments.
Spanish II
Prerequisite: Spanish I or instructor placement
Eligibility: Grades 9-12
Offered: Full Year

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

Spanish III
Prerequisite: Spanish II or instructor placement
Eligibility: Grades 9-12
Offered: Full Year

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

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

Spanish IV: Intermediate Conversation and Composition
Prerequisite: Spanish III or instructor placement
Eligibility: Grades 10-12
Offered: Full Year

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

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

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

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

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

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

Text: Azulejo, Wayside Publishing