

Community School of Naples

Curriculum Guide & Handbook

Upper School 2019-2020





VISION

To be a world-class independent school, meeting our mission in memorable ways for the benefit of every student, every day.

MISSION STATEMENT

Committed to academic excellence, Community School of Naples inspires and empowers students to realize their own potential as engaged learners and responsible global citizens.

CORE VALUES

Citizenship, Honesty, Kindness, Fairness, Responsibility, Courage, Respect, Cooperation, Perseverance.

EDUCATIONAL PHILOSOPHY

Community School of Naples provides a non-sectarian, college preparatory education reflecting the highest standards of American independent schools. Essential elements of its educational program include a comprehensive curriculum, a gifted faculty, and a low student-faculty ratio. These elements ensure that each student obtains the kind of individualized education that only an independent, college preparatory school can provide. The school is dedicated to affording an opportunity for personal growth, and to fostering a climate of respect, both for academic excellence and for human dignity. We believe that education is a process of transferring to the student the responsibility for his or her education through self-discipline and intellectual curiosity. We believe in a full and enriched curriculum that not only emphasizes academic content and skills, but also recognizes the importance of music, the visual and performing arts, and physical education, including intramural and interscholastic competition.

Community School curriculum is designed for students who combine academic ability, strong motivation, and the initiative to take responsibility for their education. Such students will succeed in the school's vigorous college preparatory program by benefiting from the small class sizes and the school's careful merging of structure and freedom.

Community School is fundamentally committed to maintaining a coeducational student body that is representative of the southwest Florida area. Consequently, the school is open to all qualified students regardless of race, color, or creed. Financial aid is available.

COMMUNITY SCHOOL OF NAPLES

UPPER SCHOOL HONOR CODE

“As a student of Community School of Naples, I pledge to conduct myself in an honorable fashion. I will not lie, cheat, steal nor tolerate anyone who does. I will not impinge on the rights of others.”

Abiding by the values of the Honor Code, the students of Community School of Naples agree that it is their responsibility to maintain and promote respect for themselves, their peers, the faculty, administration and staff. We understand that the success of the Honor Code depends on the integrity of each student to abide by these principles and to educate each other.

The following partial list of infractions serves to familiarize students, parents and faculty with some behaviors that violate the CSN Honor Code. Other behaviors not explicitly listed here are subject to interpretation by the Citizenship Committee.

Lying is the deliberate misrepresentation of one or more facts. Lying is an attempt to convey a false impression or is any concealment of facts with the intent to mislead.

- Lying verbally to a faculty member, administrator, school employee or an adult in authority
- Lying in writing (e.g.: by forging notes, permission/attendance slips, etc.)

Cheating is the violation of the established rules affecting the content of any work, including copying from a fellow student, plagiarism, unauthorized acquisition of advance knowledge of the contents of a test or assignment or any other violation of the rules and conditions of any academic or other school project.

- Using or attempting to use unauthorized assistance, material, or study aids on examinations or other academic work (Example: using a cheat sheet, storing information in a calculator without the permission of the teacher currently teaching that course, use of any online foreign language translator, etc.)
- Fabrication: submitting contrived or altered information in any academic exercise. (Example: making up data without participating in an experiment, citing nonexistent articles, contriving sources, etc.)
- Facilitating academic dishonesty: knowingly helping or attempting to help another violate any provision of the Honor Code. (Example: working together on a take-home examination, etc.)
- Class-to-Class: divulging or receiving any test, quiz, or examination information to or from another student before either student has completed the graded work.
- Plagiarism: paraphrasing or using the ideas, data, or language of another without specific or proper acknowledgment – citation or other explicit permission. (Example: copying another person’s paper, article, or computer work and submitting it for an assignment, paraphrasing someone else’s ideas without attribution, failing to use quotation marks where appropriate, etc.)

As a learning community, we recognize that working together enhances our individual education. For this reason CSN encourages cooperative learning. However, collaboration is at the discretion of the teacher and merits the teachers’ verbal or written permission in advance.

ACADEMIC INFORMATION & POLICIES

Choosing Your Curriculum

Through its broad graduation requirements, the Upper School curriculum at Community School ensures a well-balanced foundation for college studies. However, there is also ample flexibility for you to shape a curriculum that allows you to pursue your particular strengths and interests while providing a strong profile for college admissions.

If you're just entering ninth grade, you will find that most of your curriculum is prescribed: you will be enrolled in English, World History, Math, World Language, Biology, and Health. Typically, ninth graders at least five of their classes predetermined. Most ninth grade students enroll in seven classes, allowing them the chance to select an art or computer science elective, as well as two Principles courses, where you can explore interests.

Following ninth grade, each year allows a bit more flexibility. In the sophomore year, only five specific areas in the core disciplines (English, Mathematics, World Languages and Cultures, Science, and Social Sciences) are predetermined. Since students must enroll in six classes, all tenth graders will have at least one elective. Some students in tenth grade opt for seven classes in either one or both semesters. Students make many different choices when selecting electives. Some double up in world language or math, others select courses in the visual or performing arts, and some prefer computer science courses or yearbook. In choosing whether to enroll in six or seven courses, you should think about both the level of the classes for which you have been recommended as well as the extent of your extracurricular commitments.

It is important to realize that CSN's graduation requirements are not synonymous with the curricular recommendations of very selective colleges. For instance, while you can graduate from CSN with three years of science, many colleges prefer to see four. Similarly, even though our requirements in history and world language are also three years, students should plan on continuing at least one, if not both of these through twelfth grade. In senior year, students are required to select six courses; keeping in mind that colleges strongly prefer that the twelfth grade curriculum be at least as demanding as that selected in prior years.

Colleges urge students to select the most challenging courses available and appropriate. While every college asserts that the high school transcript is the single most important criterion for admission, remember that this transcript consists of two equally weighted factors: course selection and performance.

While CSN is a college preparatory school, our students are individuals who vary widely in their goals, their strengths, and their interests. The college counseling office, along with your academic advisor, looks forward to helping you to select those curricular choices which will best meet your unique needs and help you best prepare for the next step in your life.

Diploma Requirements

English (4.0 credits)

Four Credits: Literature & Composition I or Literature & Composition I Honors; Literature & Composition II or Literature & Composition II Honors; Literature & Composition III Honors or AP English Language and Composition; Literature & Composition IV Honors or AP English Literature and Composition.

Mathematics (4.0 credits)

Four Credits earned during grades 9-12, with at least Algebra I, Geometry, Algebra II, and a post-Algebra II course completed.

Social Sciences (3.0 credits)

Three Credits in World History, Political Seminar, and United States History.

Science (3.0 credits)

Three Credits in Biology, Chemistry, and Physics.

World Languages & Cultures (3.0 credits)

Three Credits (in the same language is strongly recommended) earned during grades 9-12.

Art/Computer Science Electives (2.0 credits)

Two Credits: credits may be satisfied with classes in the Fine Arts, Performing Arts, and/or Computer Science departments.

Health and Fitness (1.0 credit)

Half Credit of Health, typically earned in grade 9; Half credit of Fitness, which can be earned either through a semester of the Lifetime Fitness course or participating in a season of a CSN sport (beginning with the Class of 2022).

Principles Courses (0.5 credit)

Half Credit, which is earned by taking two quarter-long courses. Principles courses are project-based enrichment courses to help students discover and pursue interests and passions. This requirement begins with the Class of 2022.

Community Service

25 hours per year enrolled in CSN's Upper School.

Junior Experience

Successful completion of both components of Junior Experience in May of junior year, as organized and overseen by school administration.

Valedictorian & Salutatorian.

The top two graduating students (based on core weighted GPA through the second semester) will be recognized as Valedictorian and Salutatorian. Both students must be in residence at Community School of Naples for all four years of upper school to be eligible. In the event of a tie (at two decimal places), there will be two Co-Valedictorians and no Salutatorian.

ACADEMIC INFORMATION & POLICIES

Meeting Diploma Requirements

In keeping with CSN's commitment to academic excellence, students are required to maintain a challenging course load. The number of students in any course may be limited. Any announced course for which the enrollment is deemed insufficient may be withdrawn. All Upper School students are expected to complete a minimum of 25 hours per year of community service (and enter into x2vol). An Upper School mathematics or world language course taken in the CSN Middle School will be recorded at the bottom of the transcript but will not be included in the cumulative GPA.

Honors and AP Course Placement

Enrollment in honors courses is based on teacher recommendation and, in some cases, placement examinations. In contrast to other courses, honors courses cover more material and represent a higher standard of intellectual rigor. Students invited to take honors courses typically demonstrate outstanding academic ability, strong motivation, and a high level of maturity and commitment.

Advanced Placement (AP) is a program of college-level courses and year-end exams that gives secondary school students the chance to receive advanced placement and/or academic credit toward their college degree. AP courses are designed to parallel first-year-level college courses. Students take AP exams in the disciplines in which they have taken AP courses that year. The Upper School faculty invites qualified CSN students to take AP courses in the subjects in which they have a strong academic background and have shown a genuine commitment to the discipline.

AP courses are significantly more demanding than non-AP courses, and require a significantly greater time commitment. They provide an opportunity for students to explore the subject in greater depth and to potentially earn college credit while in secondary school. Students who take AP courses at Community School must take the AP exam in each course they have taken at the AP level. Advanced Placement courses will continue to meet after students have taken their AP exam on the designated national May test date.

Students should carefully plan their program of study in consultation with their advisor and the college counselors. Most students will be better served by taking fewer AP courses and handling them well than attempting more AP courses and having difficulty.

Add/Drop Policy

Students may drop a course no later than the end of the second week of classes. Courses dropped in accordance with this policy will not be included on the student's transcript. A decision to add a course must be made during the first two weeks of class meetings. The student is responsible for making

up all missed work. Students dropping a course after the first two weeks will be considered Withdrawn and will receive a "W" on their transcripts.

Upper School Testing Policy

Students who are assigned three or more full-period tests, papers, or projects on any given day may seek relief from one or more of their teachers. Teachers will reasonably and compassionately consider test deferment requests. In exceptional cases, an appeal can be made to the Head of Upper School. Students must request a test deferment at least one full day before the tests are scheduled. Semester and final exams will be taken during the designated exam period.

AP Exams

It is the position of the Community School that students who take an AP course must sit for the May AP exam in the course(s) they have taken at the AP level. Exceptions to these rules will be decided on a case by case basis by AP teachers, their department chairs, the Academic Dean and the Head of Upper School. Students who do not sit for their AP exam(s) will not receive the AP designation on their transcript and will not receive the AP weighting toward their GPA.

Academic Recognition

High Honor Roll

- Students must have at least a 4.2 core weighted GPA to qualify for that quarter.

Honor Roll

- Students must have at least a 3.5 core weight GPA to qualify for that quarter.

Grading Scale

LETTER	POINTS
A	100-93
A-	92 - 90
B+	89 - 87
B	86 - 83
B-	82 - 80
C+	79 - 77
C	76 - 73
C-	72 - 70
D+	69 - 67
D	66 - 63
D-	62 - 60
F	59 - 0

ACADEMIC INFORMATION & POLICIES

CSN Lifer Award

To qualify for the Community School “Lifer” Award, a student must have attended CSN for 13 consecutive years, from Kindergarten to twelfth grade.

Grade Point Average

Grade point averages are reported on the transcript as both weighted and unweighted. In recognition of the added commitment of AP and Honor courses, a weighted grade point average is calculated by adding 0.5 to Honor courses and 1.0 to AP courses.

GRADE	STANDARD	HONORS	AP
A	4.0	4.5	5.0
A-	3.7	4.2	4.7
B+	3.3	3.8	4.3
B	3.0	3.5	4.0
B-	2.7	3.2	3.7
C+	2.3	2.8	3.3
C	2.0	2.5	3.0
C-	1.7	2.2	2.7
D+	1.3	1.8	2.3
D	1.0	1.5	2.0
D-	0.7	1.5	1.7
F	0.0	0.0	0.0

As a matter of policy, class rank is not reported because of the small class sizes and rigor of the curriculum at Community School, but grade distribution is reported in the Academic Profile sent to colleges. Community School of Naples’ transcript includes only courses and grades earned at CSN. Transcripts from other high schools are included in the college application packet.

Incomplete Policy

The grade of I (Incomplete) is a temporary grade that indicates that the student has, for good reason, not completed all of the course work, and that there is a possibility that he or she will pass the course when all the requirements have been met. Teachers will alert the Dean of Academics when they issue grades of Incomplete.

The student who is issued an Incomplete must complete the necessary work by the date specified by the teacher, which will be no later than four weeks into the following quarter.

If the required work is not completed by the final deadline, the temporary grade of I will become whatever the standing grade was at the end of the quarter, with all missing assignments and tests given zeroes. Students who receive a grade of Incomplete

are automatically ineligible for the Honor Roll in that quarter. This exclusion applies only for the quarter in which the Incomplete was received.

NCAA Requirements

Any senior interested in participating in NCAA athletics in college should be familiar with special NCAA requirements and which CSN courses may not meet those requirements. In addition, for the University of California system and other state colleges and universities, students must understand the specific state’s definition of “minimum curricular requirements” and how they are related to our course offerings. A list of courses denied by the NCAA Initial-Eligibility Clearinghouse is available from the Director of College Counseling.

Interim Reports

All students with a grade of C- or below will receive an emailed interim report midway through the quarter. These reports are descriptive comments focusing on effort, classroom attitude and behavior, as well as academic achievement.

Academic Status

If a student has two or more grades of D+ or below at the quarter or semester, he/she will be placed on Academic Warning. Parents will be notified in writing and asked to attend a conference at school.

If at the end of the following marking period the student’s academic work has not improved sufficiently, he/she will be placed on Academic Probation. Parents will be notified in writing and a parent conference that will outline strategies and expectations for improvement will be required. Further diagnostic and support programs may be required. These may include diagnostic testing, tutoring and/or summer study. Failure to meet the criteria for removal of probationary status may result in the student’s not being invited to return for the following year.

Eligibility for Athletic Activities

The Florida High School Activities Association (FHSAA) regulates policies governing interscholastic athletics. In addition, of course, all of Community School of Naples’ rules apply to student athletes. To participate in an interscholastic sport in the Upper School, at the conclusion of the semester preceding the one in which the student intends to participate in a sport, the student must have a minimum GPA of a 2.0 on a 4.0 unweighted scale for that semester. Each participant must maintain sufficient grades to progress satisfactorily toward graduation.

Parent Conferences

Good communication between the school and the home is a shared responsibility. Teachers and administrators at CSN

ACADEMIC INFORMATION & POLICIES

will initiate a conference with a student's parents as soon as the need appears. In return, the school asks parents to request a conference when they are aware of changes at home that may have bearing on the child's progress at school or when they have questions about what is happening at school. Conferences should be arranged at a mutually convenient time, which can be established through a phone call or email.

Impromptu and unscheduled conferences at the start or end of the school day should be avoided, for they can interfere with teachers fulfilling their responsibilities to other students and lead to incomplete communications.

Student Records and Information

Requests for student records and transcripts must be directed in writing to the School Office. The School reserves the right to withhold student transcripts and records for non-payment of tuition or fees. The School will also require the parent to sign a consent form before a student's transcript or other records/information will be released.

The School makes reasonable efforts to ensure that both natural parents (or legal guardians) receive substantially the same information (transcripts, records, appointments, etc.). The School must rely upon the correctness and completeness

of parental information when the student is enrolled. In situations of divorced or separated parents, if one parent believes that the other parent is not entitled to receive certain information, the parent wishing to restrict information provided by the School must provide the School with a court order that is still in effect that specifically restricts the other parent from receiving such information.

Advisory Program

Each student in the Upper School has a faculty advisor, who will serve as the student's advocate, guide, and mentor. Students meet with their advisor regularly and are encouraged to seek their advisor's assistance as needed. The advisor can provide advice about motivation, organization, and study techniques, assistance with the selection of courses and extracurricular activities, and support and guidance if problems should develop. While the advisor provides these services, he or she is not a professional counselor, an expert in learning differences, or an individual study proctor. Parents who have concerns about any aspect of their son's or daughter's social or academic progress should initiate contact with the school through their child's advisor. In the event of difficulties, the faculty advisor assists by contacting other individuals in the school who are in a position to help and by communicating with parents.

CSN SCHOLARS PROGRAM

The Scholars Program at CSN provides students who are particularly focused and engaged in a certain area to explore these interests in depth through guided coursework, extracurricular opportunities, and rigorous, independent research. The application process begins in the fall of sophomore year, with program selections determined the following spring. Students who successfully complete all requirements in a Scholars Program will graduate with distinction. Students may only pursue one concentration.

One of the key components for each concentration is the AP Capstone Program, which involves two specific AP courses. Both are required, with AP Seminar completed during sophomore or junior year, and AP Research during junior or senior year. The one exception may be in the Creative Scholars program, depending on a student's concentration.

AP Seminar

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

AP Research

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. *Prerequisite: AP Seminar.*

CREATIVE SCHOLARS

The goal of the Creative Scholars Program is to marshal the creative

energies of the students to create original student work. This can be anything from a screenplay or musical score to an art exhibit or poetry slam. Students should be talented and passionate in either the Written, Visual, or Performing Arts and be dedicated to completing additional coursework in these areas. Each spring, the Creative Scholars cohort will put on an original, student-led production, with each member of the cohort contributing in the area(s) of his or her strength. Students interested in pursuing one of these areas in college are encouraged to apply, since the goal of this program is to create a body of work that can be submitted as a portfolio to post-secondary institutions.

Creative Scholars Requirements

In addition to CSN's standard graduation credit requirements, the following are required for the Creative Scholars distinction:

- Maintain a 4.0 weighted GPA in all English and Art courses.
- Complete a portion of required service hours in a Creative area (writing, the arts, etc).
- Contribute to the *Tessera* student publication.
- Successfully complete Advanced Topics in Creative Studies, where students will create and perform in a spring production.
- Showcase your original work, whether written, visual, or performance, in the fall Evening of the Arts your senior year.
- Earn at least three credits in the following Creative courses (in addition to the two credits of art courses required for graduation):
 - AP Research (1 credit)
 - AP 2D Design (1 credit)
 - AP Art History (1 credit)
 - Third year of Theatre, Orchestra, or Band (1 credit)
 - Fourth year of Theatre, Orchestra, or Band (1 credit)

Advanced Topics in Creative Studies

This foundational course of the Creative Scholars program (which can be taken by any qualified upperclassman), provides students with the opportunity to create and perform an original production. Students will write the script, design the sets, perform the score, and manage all other aspects of a professional production. In the fall semester, students will focus on writing the script and finalizing their own pieces for the fall Evening of the Arts. In the spring, students will put on the performance. *Prerequisite: Demonstrated passion and commitment to the creative arts, whether through superior performance in English or several years of experience in Theatre, Orchestra, or Performance Band.*

Any exceptions to the above requirements must be approved by the Creative Scholars Committee.

CSN SCHOLARS PROGRAM

GLOBAL SCHOLARS

The goal of the Global Scholars Program is to inspire students to explore global issues more fully both in the classroom and through community and international learning opportunities. This program will identify students interested in pursuing Global Studies or wishing to distinguish themselves by showing greater international preparedness and competency, achieved through fostering an understanding of the world, its people, and the issues that affect the quality of life enjoyed.

Students who fulfill the requirements of the three-year program will earn a Global Scholars endorsement on their CSN diplomas, attesting that they have completed requirements within each of the following rigorous areas: cross-cultural experience, service learning, world language proficiency, specialized global coursework, interdisciplinary Capstone course, and local community participation. The benchmarks are tailored to prepare students for future opportunities in college programs that aspire to similar goals at competitive colleges.

Global Scholars Requirements

In addition to CSN's standard graduation credit requirements, the following are required for the Global Scholars distinction:

- Maintain a 4.0 weighted GPA in all Social Science and World Language courses.
- Earn at least four credits in World Language courses, including at least one AP World Language course.
- Earn at least five credits in Social Science courses. Along with the three core Social Science courses (World History, AP Seminar: Political Analysis, U.S. History), students must earn two credits from among the following:
 - AP Government (1 credit)
 - AP Economics (1 credit)
 - AP Human Geography (1 credit)
 - AP European History (1 credit)
 - AP World History (1 credit)
- As an upper school student, participate in at least one CSN Global Exchange opportunity, which involves both hosting an international student for two weeks and living with him/her for another two weeks. Need-based financial aid is available.
- Regularly participate in at least one Social Science or World Language competition team for at least three years, including at least one year of Model U.N.
- Complete the Seal of Biliteracy in Chinese, French, Latin, or Spanish.

- Be an active member of either the Social Science or World Language honor society.
- For the CSN Community Service requirement (100 hours by graduation), at least a third of these hours should be related to an international topic, location, or organization.
- Complete both AP Seminar and AP Research, focusing on global topics and research questions in both courses. A portion of the AP Research paper (such as primary sources) should be in your World Language concentration.

Any exceptions to the above requirements must be approved by the Global Scholars Committee.

HUMAN PERFORMANCE SCHOLARS

The goal of the Human Performance Scholars Program is to introduce students to the multidisciplinary nature of sport science. It will provide an understanding and overview of the role and importance of sport, exercise and health. Human performance as a discipline, and the needed skills in various sub-disciplines will be examined along with career opportunities. Possible career areas include athletic administration, athletic training, sport psychology, strength & conditioning, personal training, coaching at high school and collegiate levels, and occupational/physical therapy. Students will be required to do an internship in their area of interest. This blend of coursework, research and practical experience will assist the student in determining their specific interest in the Sport and Exercise Science field.

Human Performance Scholars Requirements

In addition to CSN's standard graduation credit requirements, the following are required for the Global Scholars distinction:

- Maintain a 4.0 weighted GPA in all Human Performance courses.
- Letter in or manage a CSN sport for at least three seasons. This can be the same sport or different sports.
- Complete at least one sports-related internship or program over the course of a summer.
- Complete at least a third of CSN's required service hours (100 hours by graduation) with a sports-related organization, both on- and off-campus.
- Earn four credits in the following Human Performance courses, which cannot count toward another graduation requirement:
 - Applied Sport Psychology & Contemporary Issues in Sport (10th Grade)

- AP Research (11/12th Grade)
- Anatomy and Physiology Honors (11/12th Grade)
- AP Economics (11/12th Grade)
- Statistics (11/12th Grade)

Any exceptions to the above requirements must be approved by the Human Performance Scholars Committee.

STEM SCHOLARS

The United States has developed as a global leader, in large part, through the genius and hard work of its scientists, engineers, and innovators. In a world that's becoming increasingly complex, where success is driven not only by what you know, but by what you can do with what you know, it's more important than ever for our youth to be equipped with the knowledge and skills to solve tough problems, gather and evaluate evidence, and make sense of information. These are the types of skills that students learn by studying science, technology, engineering, and math—subjects collectively known as STEM.

The goal of the STEM Scholars program is to immerse students in the world of math, science, engineering, and computer science studies. Although opportunities for growth are available for all students in these areas, the STEM Scholars program will help students make connections between various courses with an emphasis on problem solving, exploring through experimentation, research-based learning, and applying their skill base in activities that extend beyond the classroom.

STEM Scholars Requirements

In addition to CSN's standard graduation credit requirements, the following are required for the STEM Scholars distinction:

- Maintain a 4.0 weighted GPA in all STEM courses.
- During the summer after sophomore and/or junior year, participate in an approved, STEM-related internship, summer course, or community service opportunity.
- Complete the following core Science courses:
 - Biology Honors (or AP Biology if Biology was taken freshman year)
 - Chemistry Honors

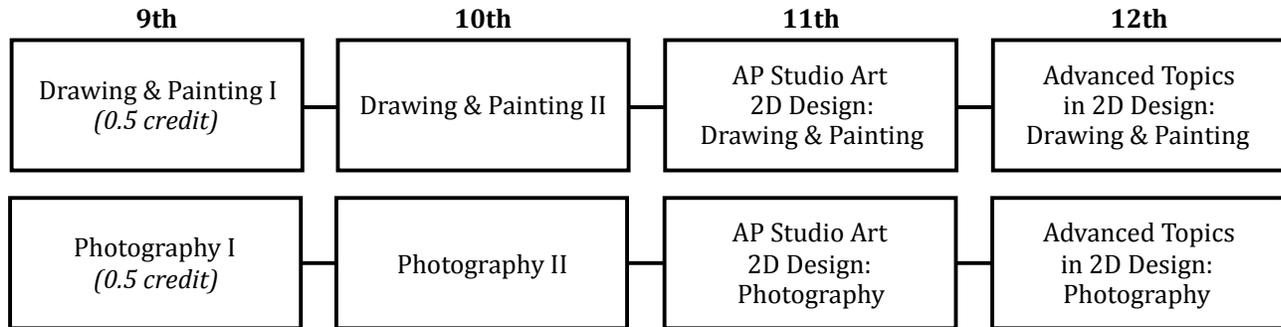
- Physics Honors or AP Physics C

- Complete the following Computer Science course:
 - AP Computer Science Principles or AP Computer Science A
- Complete the following core Math courses:
 - Geometry or Geometry Honors
 - Algebra II or Algebra II Honors
 - Pre-Calculus or Pre-Calculus Honors
 - AP Calculus AB or AP Calculus BC
- Earn at least three credits in the following STEM courses:
 - Advanced Topics in Computer Programming I (1 credit)
 - Advanced Topics in Computer Programming II (1 credit)
 - Advanced Topics in Mathematics (1 credit)
 - AP Biology (1 credit)
 - AP Chemistry (1 credit)
 - AP Computer Science A or AP Computer Science Principles (1 credit) - whichever one was not taken to complete the above requirement.
 - AP Environmental Science (1 credit)
 - AP Physics C (1 credit)
 - AP Statistics (1 credit)
 - Anatomy and Physiology Honors (1 credit)
 - Competitive Robotics (1 credit)
- Regularly participate in at least one of the following STEM competition teams and/or clubs for at least three years:
 - Mu Alpha Theta
 - Ecology
 - ESTEEM
 - Robotics
 - Programming
 - Another, approved STEM-related competition team or club
- Complete both AP Seminar and AP Research, focusing on STEM topics and research questions in both courses.

Any exceptions to the above requirements must be approved by the STEM Scholars Committee.

COURSE DESCRIPTIONS BY DEPARTMENT

Arts Department



Electives

Advanced Topics in Creative Studies	
Chamber Strings (1 credit) Jazz Band (1 credit) Music Appreciation (0.5 credit) Principles of Costume Design (0.25 credit) Principles of Guitar (0.25 credit)	Principles of Keyboarding (0.25 credit) Principles of Music Composition (0.25 credit) Principles of Theatre Tech (0.25 credit) Theatre (0.5 or 1 credit) Yearbook (1 credit)

ARTS

The mission of the Arts Department is to encourage students to challenge their own creative and cultural expectations and boundaries, to develop an enduring appreciation for the Arts, and to prepare students with strong personal interests in the arts to successfully pursue entry into an institute of higher learning and/or a career. Through this endeavor, students will acquire the skills to perform and create quality fine art work, develop problem-solving techniques for intellectual and artistic pursuits, appreciate the works of other artists and value the arts in their lives.

Advanced Topics in Creative Studies

This foundational course of the Creative Scholars program (which can be taken by any qualified upperclassman), provides students with the opportunity to create and perform an original production. Students will write the script, design the sets, perform the score, and manage all other aspects of a professional production. In the fall semester, students will focus on writing the script and finalizing their own pieces for the fall Evening of the Arts. In the spring, students will put on the performance. *Prerequisite: Demonstrated passion and commitment to the creative arts.*

FINE ARTS

Drawing & Painting I

The course will provide opportunities for students to develop

drawing and painting skills. Students will develop their observation and accuracy skills as they progress through a variety of classroom assignments such as still life drawings, perspective drawings, portraiture, figure drawing, and landscape paintings. A wide range of drawing and painting media may be used: (such as graphite, charcoal, pastels, oil pastels, colored pencils, watercolor, acrylic, and tempera paint). Students will continue to develop compositional understanding by applying the elements and principles of design to their sketches, drawings and paintings. Students will be expected to produce original drawings and paintings and critique. *One Semester.*

Drawing & Painting II

This course is designed to continue and enhance the skills and knowledge gained through Drawing & Painting I with greater emphasis on advanced techniques and individual expression. There will be more emphasis on critical thinking and critiques as a means of evaluating and looking at works of art. This course will allow participants an opportunity to explore drawing and painting as a method for investigating and recording the visual and imagined world. Varied media, styles, and methods will be discovered as students learn to sharpen their observational skills. The drawing component will encompass an understanding of the basic elements of drawing: line, mark, tone, value, scale, and space. The painting component will explore the basic elements of painting: color, shape, space, tone, value, and mark. Both drawing and painting allow students expressive and imaginative ideas

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to meld with the observable world. Historic and contemporary artists will be presented to establish a connection with their own work. Students will maintain a sketchbook/journal as a record of learning and as a container for recording, imagining, and self expression. *Prerequisite: Drawing and Painting I*

AP Studio Art 2D Design: Drawing & Painting

This course is intended to address two-dimensional (2D) design. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships), articulated through the visual elements (line, shape, color, value, texture, space), help guide artists in making decisions about how to organize the elements on a picture plane in order to communicate content. Good design is possible whether one uses representational, abstract, or expressive approaches to making art. For this course, students are asked to demonstrate mastery of 2D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and print making. *Prerequisite: Drawing & Painting II*

Photography I

This course will help the students become well rounded in the fundamentals of digital photography. Four areas of instruction will be emphasized: How cameras work, how composition works using the principal and elements of design, how lighting works, how to use photo editing software. Students will receive instruction, demonstration, and see samples of the desired outcomes, at the beginning of each period. They will be allowed to go outside and shoot assignments, based on what they are learning. Biweekly reviews and critique will be held every two weeks of the photos students have shot. *One Semester.*

Photography II

Students will learn to see photographically through an exploration of the basic tools, techniques, and aesthetics of digital photography, with an emphasis on creative use of camera controls, exposure, digital imaging software, and an awareness of issues in contemporary photography. Students will also learn how to edit, process and manipulate digital images for use in different applications including and computer applications using Adobe Photoshop and photo quality printers. A major emphasis of the course will be to develop and increased awareness of visual literacy as a means of understanding and creating visual images. *Prerequisite: Photography I*

AP Studio Art 2D Design: Photography

Unlike many AP courses, this course will require each student to develop a personal portfolio demonstrating to those judging that the student has experienced a variety of concepts, techniques, art mediums, and approaches and that their work has developed as a result. This class assumes the student's preference for computer

assisted/generated or photographic images, since much of our work will relate to creating and manipulating bitmapped and vector images for digital output. We periodically review and discuss the elements of design to create more effective visual messages. *Prerequisite: Photography II Honors*

PERFORMING ARTS

Chamber Strings

This course is open to experienced string students. The class will study and perform repertoire from the chamber music and string orchestra literature. The music will include a wide variety of pieces ranging from the Baroque and Classical eras to Broadway and Pop tunes. In addition to working toward technical mastery of the selections, students will be given a historical context for the music. Performance opportunities will include required winter and spring concerts as well as special events on and off campus.

Jazz Band

CSN Upper School Jazz band is for students with experience on drums or percussion, guitar, bass, piano and woodwind or brass instruments. Students will learn jazz repertoire including jazz standards, modal songs, Latin jazz, pop and the basics of playing in a band/jazz group. They will study soloing and improvisational techniques including scales, harmonic concepts and phrasing in addition to reading music. They will study song form and structure in addition to how to navigate a jazz performance. The jazz band will perform several times a year both on and off the CSN campus.

Music Appreciation

In this course students will listen to music critically and analyze song forms, composition styles, lyrics, instrumentation, musical genres and eras. Students will learn basic music history from Baroque to Classical, to early Jazz and Swing, Blues, Rock, and modern styles. Students will learn simple chord structure, very basic music theory, and composition structure. There will be a study of mediums (records, tapes, CDs, MP3s, iTunes, etc.) and how music is performed and listened to and the largely unspoken partnership between performer and listener. *One Semester.*

Theatre

Theatre class includes the study and performance of scenes from varied theatrical styles, focusing on the fundamentals of stage movement, acting, dance and characterization.

Yearbook

This class is designed to produce the yearbook and give students an opportunity to gain skills in one or more of the following areas: page design, advanced publishing techniques, copy writing, editing, and photography. Students will apply written and visual communication skills, and use technology to create a product of historic value. The yearbook will be a record of events and school memories to be displayed by the students for the student body.

COURSE DESCRIPTIONS BY DEPARTMENT

Students that take this course as an elective will gain useful, real-world skills in time-management, organization, teamwork and design principles. We work with the Adobe Creative Suites programs of: Illustrator, Photoshop and InDesign to create this publication.

PRINCIPLES COURSES

Principles of Costume Design

Interested in designing and sewing clothes? You will be trained in the skills required to create costumes from renderings, including skills of basic sewing, patterning, draping, fitting, fabric selection, fabric dyeing, and painting. *One Quarter.*

Principles of Guitar

Interested in learning how to play the guitar? You will learn some basic chords, a few simple chord progressions and songs and will be able to accompany yourself or someone else through a pop song (or a few) by the end of the course. For budding musicians who have little to zero experience with guitar. *One Quarter.*

Principles of Keyboarding

Interested in learning how to play the piano? You will learn proper

piano technique, beginning music reading skills and be able to play a few simple songs at the end of the course. For budding musicians who have little to zero experience with keyboarding. *One Quarter.*

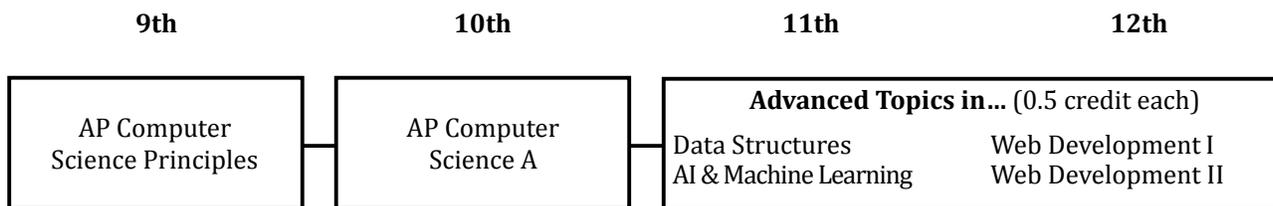
Principles of Music Composition

Interested in writing your own songs? You will learn about basic song forms, lyric writing, chord progressions, and recording techniques. You will form small groups or work individually to compose music and share your creativity by recording the songs or performing them live at a CSN open mic or another venue. For musicians at any level: beginner through advanced. *One Quarter.*

Principles of Theatre Tech

Interested in the behind-the-scenes aspect of theatrical performances? You will learn all of the backstage aspects of theatre, including set design, lights, and sound. You will have the opportunity to run the entire backend of a CSN theatre production. *One Quarter.*

Computer Science Department



Additional Computer Science Courses

Competitive Robotics Honors (0.5 credit) Game Development & Entrepreneurship (0.5 credit) Advanced Game Development (0.5 credit) Principles of Digital Making (0.25 credit) Principles of Engineering (0.25 credit)	Principles of Mobile App Development (0.25 credit) Principles of Programming Music (0.25 credit) Principles of Robotics (0.25 credit) Principles of VR/AR Programming (0.25 credit)
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AP Computer Science Principles

AP Computer Science Principles introduces students to the essential ideas of computer science with a focus on how computing can impact the world. Along with the fundamentals of computing, students will learn to analyze data, information, or knowledge represented for computational use; create technology that has a practical impact; and gain a broader understanding of how computer science impacts people and society.

AP Computer Science A

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language.

COURSE DESCRIPTIONS BY DEPARTMENT

These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. *Prerequisite: AP Computer Science Principles and/or teacher recommendation.*

Advanced Topics in Data Structures & Algorithms

This college level course is an introduction to the fundamental data structures for information processing, including lists, stacks, queues, trees, and graphs. The course explores the implementation of these data structures (both array-based and linked representations) and examines classic algorithms that use these structures for tasks such as sorting, searching, and text compression. We start with a Python Crash Course as it is the language used in this class. *One Semester. Offered alternate years. Prerequisite: AP Computer Science A and teacher recommendation.*

Advanced Topics in AI & Machine Learning

This course provides a broad introduction to Artificial Intelligence and Machine Learning. Machine learning uses interdisciplinary techniques such as statistics, linear algebra, optimization, and computer science in getting computers to make predictions or decisions without being explicitly programmed. We will learn the concepts behind several machine learning algorithms and gain practical experience applying them. The course will consist of a combination of lectures, assignments, and a final project. *One Semester. Offered alternate years. Prerequisite: AP Computer Science A and teacher recommendation.*

Advanced Topics in Web Development I

This is a college level course in computer science designed to teach students front end web development. Students will create a portfolio of projects while learning HTML, CSS, JavaScript, DOM scripting, use of APIs, and JavaScript frameworks for client-side web development. Students will begin to compete in hackathons *One Semester. Offered alternate years. Prerequisite: AP Computer Science A and teacher recommendation.*

Advanced Topics in Web Development II

This is a college level course in computer science designed to teach students the server-side of full-stack web application development using a common industry JavaScript framework. Students will learn database scripting, how to create REST APIs. Students will compete in hackathons. *One Semester. Offered alternate years. Prerequisite: AP Computer Science A and teacher recommendation.*

Competitive Robotics Honors

The Robotics Programming and Design course introduces students to the engineering process as they explore current and future applications of robotic technology. In a collaborative team setting, students learn to design and build with the VEX® Robotics Design System to compete in exciting, real-world challenges. Students gain experience programming

with RobotC. *Prerequisite: teacher recommendation & some programming or robotics background preferred*

Game Development and Entrepreneurship

This course introduces students to video game development while developing their computer science knowledge and programming skills. Students will learn to develop games through the analysis and recreation of elements of existing games. Students will be introduced to marketing and monetization techniques and incorporate these into their games. This course is a student driven, project-based course. Students will develop games individually and in teams. Students will begin to compete in game development competitions. *Prerequisite: instructor approval & some programming experience.*

Advanced Game Development

In this course students continue to develop their video game development skills by analyzing existing games and working in teams to develop more advanced games of their own design. Students will publish their games to popular gaming platforms. This course is a student driven, project-based course. Students will compete in game development competitions. *Prerequisite: instructor approval & Game Development and Entrepreneurship.*

PRINCIPLES COURSES

Principles of Digital Making

In this class students will learn to control and enhance their physical environment using code. Students will make such projects as wearable electronics, automated pet feeders, intruder alarms, or arcade gaming cabinets. Students will learn to code in a block-based language and then transition to text based languages. Students will learn the basics of circuitry and explore tools such as 3D printers and laser cutters. This course is a student driven, project-based course. Arduinos will be the primary development platform, though some projects may make use of Raspberry Pis. *One Quarter.*

Principles of Engineering

Have you ever wanted to create a toy or a device to help people? Learn approaches to creative thinking and problem solving through designing and building mechanical systems! Principles of Engineering provides students opportunities to apply the design process to creatively solve problems or invent. Students work in teams to identify design requirements, research the topic (e.g. a new toy), fabricate and test the device, and make necessary modifications to optimize the design solution. Students learn how to utilize the engineering design process, an engineering notebook, and programming software. *One Quarter.*

Principles of Mobile App Development

In this class students will learn to develop apps for iOS and

COURSE DESCRIPTIONS BY DEPARTMENT

Android phones using Thinkable, a visual, block-based programming environment. Students will learn some of the fundamental concepts of programming, variables, loops, conditions, and events, while working with images, sounds, and videos. Students will learn how to use APIs to enhance the functionality of their apps. Students will learn to design user interfaces and to develop their apps through an iterative design process. *One Quarter.*

Principles of Programming Music

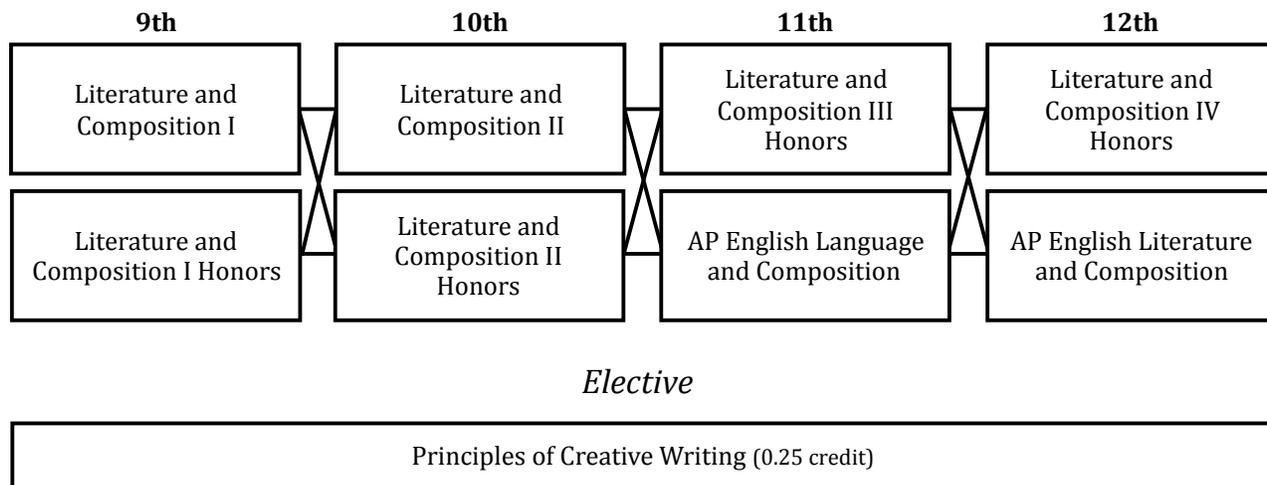
In this class students will learn to create live music using computer code. Students will learn some of the fundamental concepts of programming, variables, loops, conditions,

functions, and basic data structures. This course is a student driven, project-based course and is open to students of all skill levels, both musically and technologically. *One Quarter.*

Principles of Robotics

Interested in building a robot and entering competitions? You will learn how robots move, sense, and perceive the world around them. You will learn how to build basic technical systems and complete a number of activities around computational thinking and the engineering process. Projects will be competitive in nature; specifically, you will explore and prototype prospective designs to win the VEX Robotics Challenge. You will participate in robotics competitions in Florida. *One Quarter.*

English Department Core Curriculum (4 credits required)



ENGLISH

The Upper School English Department encourages students to read as writers and write as readers so that they come to recognize and appreciate both the art and the craft of verbal expression. Through careful, active reading and the respectful exchange of ideas in discussion our students come to understand rich texts, recognizing the intentional choices writers make-- from diction and syntax to patterns of allusion and figurative language--and appreciating how those choices create meaning. Influential literary works that span eras, genres, and cultures provide opportunities for a broad investigation of the human experience and the vast world of ideas. We want our students to become lifelong readers, who reach for a book both for pleasure and for their own edification, and so we encourage them to maintain a robust independent reading life beyond the classroom.

The Upper School English curriculum is designed to grow student proficiency and confidence in written expression. Students write frequently, both informally and formally, and

practice all stages of the writing process, from pre-writing to drafting through to revision and publication. They learn to make intentional choices around precise diction and meaningful sentence variety in their own writing in order to express their ideas fluidly and effectively to a chosen audience. They become comfortable writing in various nonfiction modes (narrative, persuasive, descriptive, analytical, reflective), learning how to suit voice and formality to occasion; they also try their hands at writing fiction and poetry, thereby broadening the array of expressive options available to them as well as deepening their appreciation of the craft of writing. Students in every year undertake the systematic study of vocabulary and grammar as key components in the growth of effective writing skills.

Literature & Composition I

Skills and attitudes taught in ninth grade English lay the foundation for the reading and thinking and writing required by Upper School and college. The course approaches the study of literature by genre, giving almost equal weight to novels, short stories, poetry, essays, and drama. Titles of specific texts

COURSE DESCRIPTIONS BY DEPARTMENT

may well vary from teacher to teacher, but all sections of ninth grade will acquire and practice the skills of annotation, analysis, discussion and composition that will help students establish themselves as sophisticated readers and thoughtful writers.

Representative works taught in ninth grade might include: *The House on Mango Street*, Sandra Cisneros; excerpts from *An American Childhood*, Annie Dillard; *An Enemy of the People*, Arthur Miller; *When the Emperor Was Divine*, Julie Otsuka; *The Catcher in the Rye*, J.D. Salinger; *The Sonnets* and *A Midsummer Night's Dream*, William Shakespeare; *Night*, Elie Wiesel; *The Book Thief*, Markus Zusak; short fiction, nonfiction and poetry (selection varies).

Literature & Composition I Honors

Skills and attitudes taught in ninth grade English lay the foundation for the reading and thinking and writing required by Upper School and college. The course approaches the study of literature by genre, giving almost equal weight to novels, short stories, poetry, essays, and drama. Titles of specific texts may well vary from teacher to teacher, but all sections of ninth grade will acquire and practice the skills of annotation, analysis, discussion and composition that will help students establish themselves as sophisticated readers and thoughtful writers. Students enrolled in the Honors class will meet extra challenges, including complex reading and writing assignments held to a higher grading standard, a greater focus on analytical writing, and a substantial research paper.

Literature & Composition II

Literature and Composition II plays a pivotal role in the development of students on their journeys to become sophisticated readers, writers, and thinkers. Before students face the pressures inherent to college selection in upper grades, they have the opportunity to be steeped in literature and ideas within the safety of our classrooms. Students will be expected to write analytically and creatively, formally and informally. Developing as scholars means students will practice skills of annotation and close reading while adding to their personal canons of literary knowledge. It also means taking intellectual risks and honing the skills of revision and peer review as they take increasing ownership of their work.

Representative works taught in tenth grade might include: *The Great Gatsby*, F. Scott Fitzgerald; *Extremely Loud and Incredibly Close*, Jonathan Safran Foer; *Lord of the Flies*, William Golding; *Their Eyes Were Watching God*, Zora Neale Hurston; *Othello*, William Shakespeare; *Frankenstein*, Mary Shelley; short fiction, nonfiction, and poetry (selection varies)

Literature & Composition II Honors

Literature and Composition II plays a pivotal role in the

development of students on their journeys to become sophisticated readers, writers, and thinkers. Before students face the pressures inherent to college selection in upper grades, they have the opportunity to be steeped in literature and ideas within the safety of our classrooms. Students will be expected to write analytically and creatively, formally and informally. Developing as scholars means students will practice skills of annotation and close reading while adding to their personal canons of literary knowledge. It also means taking intellectual risks and honing the skills of revision and peer review as they take increasing ownership of their work.

The Honors class recognizes the need for extra challenges to prepare students for the Advanced Placement curriculum available to juniors and seniors: a more advanced pace, the possibility for more reading and student-directed activities, writing activities designed specifically for AP preparation, and grading rubrics that reflect a heightened standard for stylistic maturity.

Literature & Composition III Honors

Students in Literature and Composition III Honors continue to develop their skills as critical readers, writers, and thinkers. They become increasingly confident in their abilities to extract meaning from a text and to share their insights in organized, compelling, well-constructed ways. Through speaking and writing about texts, students gain their own voices, their own styles, and mastery over the very human act of interpersonal communication. This, we feel, is essential in the pursuit of a full, well-rounded, and meaningful life.

AP English Language And Composition

This college-level English course, open to eleventh graders, engages students in the task of becoming better readers of prose written in a variety of disciplines, during different eras, and within many rhetorical contexts. It also grooms students to become skilled writers who compose for a variety of purposes. Students will use their honed critical reading, thinking, and writing skills for a variety of purposes, including their best possible performance on the Advanced Placement Language and Composition Exam in the spring. Of utmost importance, this course is designed to raise students' awareness of the interactions among a writer's purpose/purposes, audience, occasion, subject, and techniques for communicating effectively. In other words, this course includes the study of rhetoric in conjunction with exposition, analysis, and argument in the writing of each student's work and in that of other writers.

Representative works taught in eleventh grade might include: *Maus*, Art Spiegelman; *The Crucible*, Arthur Miller; *1984*, George Orwell; *Waiting for Snow in Havana*, Carlos Eire; *The Omnivore's Dilemma*, Michael Pollan; *Reading Like a Writer*,

COURSE DESCRIPTIONS BY DEPARTMENT

Francine Prose; *Hamlet*, William Shakespeare; short fiction, nonfiction, and poetry (selection varies).

Literature And Composition IV Honors

Designed to prepare seniors for the challenges of university-level reading, writing, and research assignments, Literature and Composition IV Honors pushes students to refine skills developed in previous years' English classes. Students in Senior English will explore who they are, how they've become who they are, who they want to become, and how to write about each of these selves. The primary goals for this class, in addition to refining their reading, writing, and thinking skills, are to build autonomy and self-awareness, engage in authentic analysis of a variety of texts, and to "become a voice." Curiosity, accountability, and integrity are highly valued in this class.

The year will culminate with a major Creative Inquiry research project. Creative Inquiry emphasizes the importance of experience and exploration over simple reproduction of information. Broadly speaking, the goals of this project are to consider an open-ended question, to challenge assumptions, to expand knowledge, and to provide an "answer" by synthesizing a vast collection of sources, only some of which will be literature.

AP English Literature And Composition

This is a college-level course open to seniors. The central focus of the course is on how authors use the resources of language

to express meaning in imaginative poetry and fiction. Class discussion might cover topics as diverse as close syntactical analysis of a single sentence, to a poet's evocative use of allusion, to the role of hubris and catharsis in Shakespeare. Over and over, students are required to move beyond mere observation and to get to argument, to an assertion about why authorial choices matter. The daily work of the course prepares students both for the AP exam in May and for a lifetime of voracious independent reading.

Representative works taught in twelfth grade might include: *Invisible Man*, Ralph Ellison; *Arcadia*, Tom Stoppard; *Heart of Darkness*, Joseph Conrad; *Pride and Prejudice*, Jane Austen; *The Poisonwood Bible*, Barbara Kingsolver; *The Color of Water*, James McBride; *Death of a Salesman*, Arthur Miller; *The Things They Carried*, Tim O'Brien; *Macbeth*, William Shakespeare; short fiction, nonfiction, and poetry (selection varies).

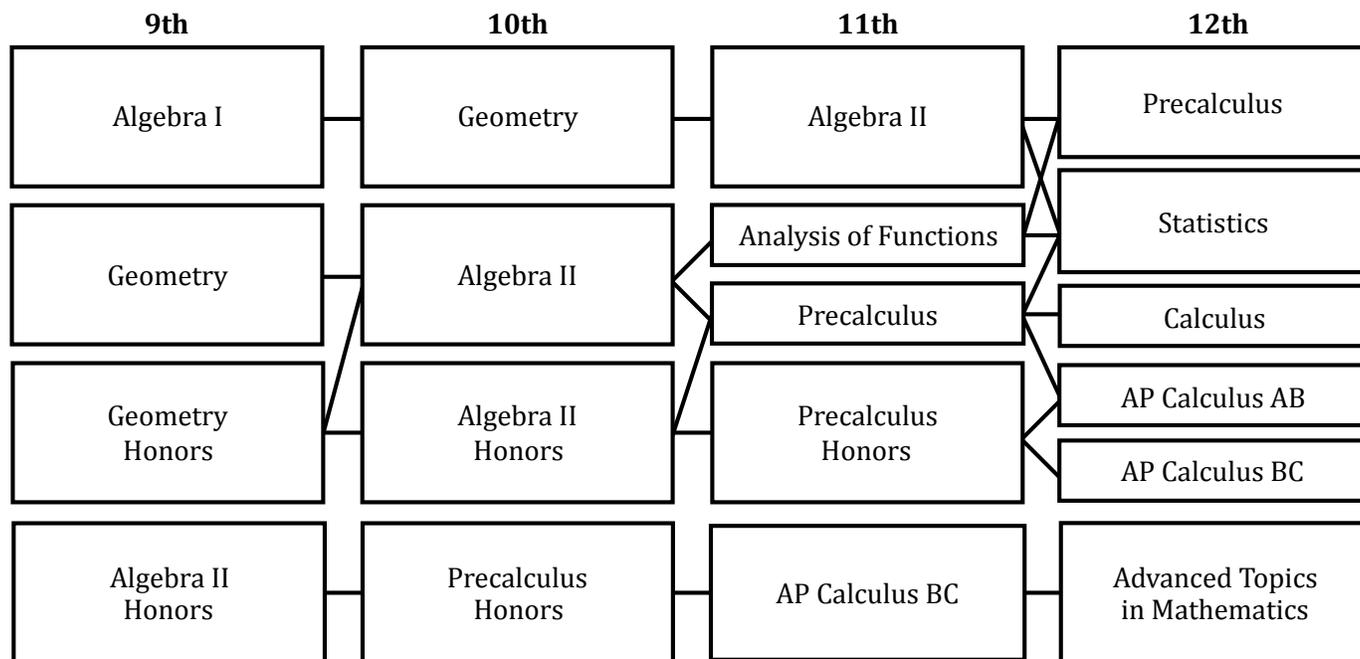
PRINCIPLES COURSE

Principles of Creative Writing

Interested in writing your own stories or poetry? You will write in a variety of genres, with the goal of publishing your work, entering competitions, and reciting at Open Mic Nights. *One Quarter*.

COURSE DESCRIPTIONS BY DEPARTMENT

Mathematics Department Core Curriculum (4 credits required)



Electives



MATHEMATICS

The goal of the math program is to give students the mathematical skills, problem-solving techniques, and analytical skills necessary to excel in today's society. Learning mathematics ought to be an active rather than passive undertaking, and both individual and group involvement help strengthen mathematical skills as well as afford students opportunities to view mathematics from multiple perspectives. Students learn how to think and communicate mathematically through varied forms of instruction. Mental math and problem solving strategies are incorporated into all courses.

The math department seeks to place students in math sections relevant to their skill level, and in which they will be challenged to think quantitatively, work efficiently, and contribute actively in class discussions. We offer a spectrum of courses from traditional high-school math courses to university level courses. The sequence of required courses begins with Algebra I and continues through Geometry and Algebra II, plus electives that include Precalculus, Analysis of Functions and Trigonometry, Calculus (College Prep, AP AB or AP BC), Statistics (College Prep or AP), and Advanced Topics

in Mathematics. Graduation requirements for mathematics include four credits taken while a student is in the Upper School. **Note:** Department approval is required for any student who wishes to enroll in two math classes simultaneously.

Algebra I

The first year of Algebra includes the study of properties and operations of the real number system, evaluation of rational algebraic expressions, solutions, and graphs of first-degree equations and inequalities, operations with the factoring of polynomials, and solution of quadratic equations and inequalities. Further topics include variables, field properties, algebraic fractions, ratio and proportion, linear equations, direct and inverse variation, systems of equations in two variables, and irrational numbers. Students must have completed Pre-Algebra before taking this course.

Geometry

Geometry Honors

Geometry includes the study of properties of plane and solid figures, deductive methods of reasoning and use of logic, and the application of algebraic techniques in the solution

COURSE DESCRIPTIONS BY DEPARTMENT

of geometric problems. Topics include angles, congruent triangles, lines in the plane, parallel lines and related figures, lines and planes in space, polygons, similar polygons, the Pythagorean Theorem, circles, area, surface area, volume, coordinate geometry, and locus. Students must have completed Algebra I before taking this course. *Prerequisite for Honors: B- or higher in Algebra I Honors.*

Algebra II

Algebra II Honors

The second year of algebra covers field properties and theorems, set theory, operations with rational and irrational expressions, factoring of rational expressions, in-depth study of linear equations and inequalities, constant, linear and quadratic equations, properties of higher degree functions, operations with rational and irrational exponents, complex numbers, logarithms, and an introduction to trigonometry. Students study the unifying theme of functions with graphing calculators and computers. Students must have completed Algebra I/Algebra I Honors before taking this course. *Note: Students with departmental approval may take Geometry and Algebra II during the same school year. Prerequisite for Honors: B- or higher in Geometry Honors.*

Precalculus

Precalculus Honors

Precalculus combines the study of trigonometry, elementary functions, analytic geometry, and math analysis topics as preparation for Calculus. Topics include complex numbers, polynomial, logarithmic, exponential, rational, right trigonometric and circular functions and their relations, inverses, and graphs, trigonometric identities and equations, solutions of right and oblique triangles, vectors, polar coordinates, conic sections, mathematical induction, matrix algebra, sequences and series, limits and continuity, binomial theorem, permutations and combinations, and probability. Students study functions extensively with graphing calculators. *Prerequisite for Honors: B- or higher in Algebra II Honors.*

Analysis of Functions, Statistics, & Trigonometry

Analysis of Functions, Statistics, and Trigonometry is a yearlong course for students who have completed Algebra II, but are not academically ready for Precalculus. The course of study begins with introduction to statistics, including descriptive data presentation, basic survey techniques and experimental design, and probability. Review of Algebra II concepts are integrated into the curriculum. Topics of major focus include algebraic expressions, functions, systems of equations, conics, and trigonometry. These topics are intended to support a student's efforts to qualify for Precalculus the following year.

Statistics

AP Statistics

The Statistics courses follow the recommendations of the CEEB for the Advanced Placement (AP) course in Statistics. Extensive use is made of the hand-held calculator. Students study both inferential and descriptive statistics and learn the procedures and techniques of elementary probability theory. Statistics topics include: measures of central tendency, measures of variation, the normal distribution, hypothesis testing, estimation, sampling, and chi-square distribution. Practical applications and relevance to other academic areas are stressed. *Note: Students must be enrolled in or have taken Precalculus Honors or AP Calculus to take AP Statistics. Statistics should be taken after Analysis of Functions.*

Calculus

Calculus is designed for students who are ready for Calculus but do not want the rigorous environment of the AP curriculum. In this course, differential and integral calculus are explored through the interpretation of graphs as well as analytic techniques. Students are expected to investigate and solve problems using algebraic, numerical, graphical, verbal, and written methods. The course focuses not only on theoretical problems but also on life applications. *Note: Students may take this course only upon successful completion of Precalculus and recommendation by the Mathematics Department.*

AP Calculus AB & BC

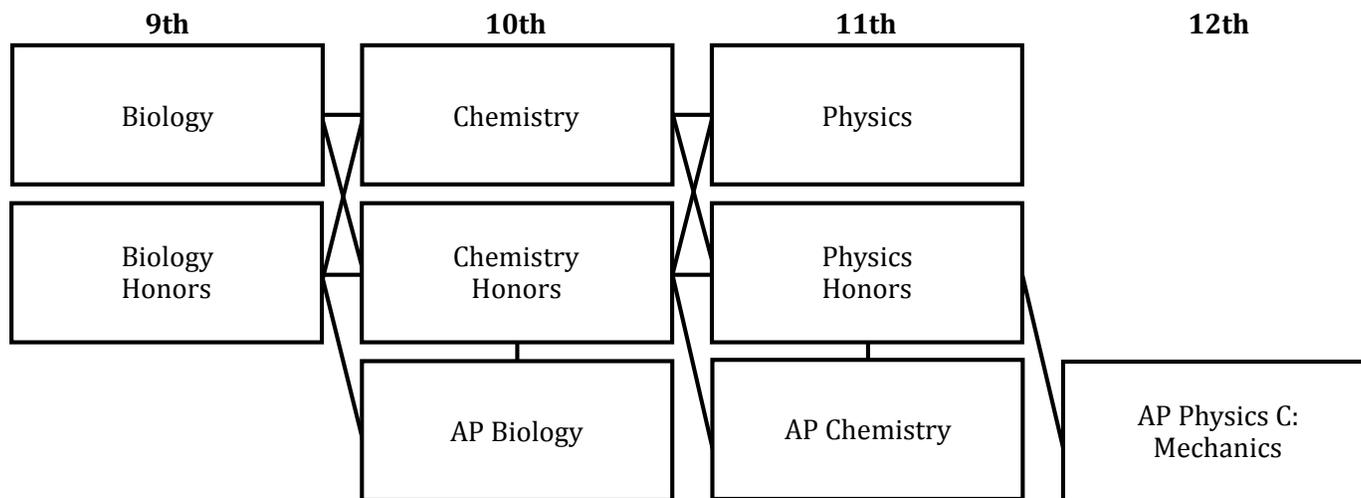
This course provides students with an understanding of the concepts of calculus and experience with its methods and applications. The course includes the study of elementary functions, properties of functions and their graphs, limits and continuity, differential calculus, and integral calculus. The BC course also includes the study of vector functions, parametric equations, polar coordinates, and sequences and series. Students are expected to investigate and solve problems using algebraic, numerical, graphical, verbal, and written methods. *Note: Students may take this course only upon invitation from the Mathematics Department and successful completion of Precalculus (AB) or Precalculus Honors (AB or BC).*

Advanced Topics in Mathematics

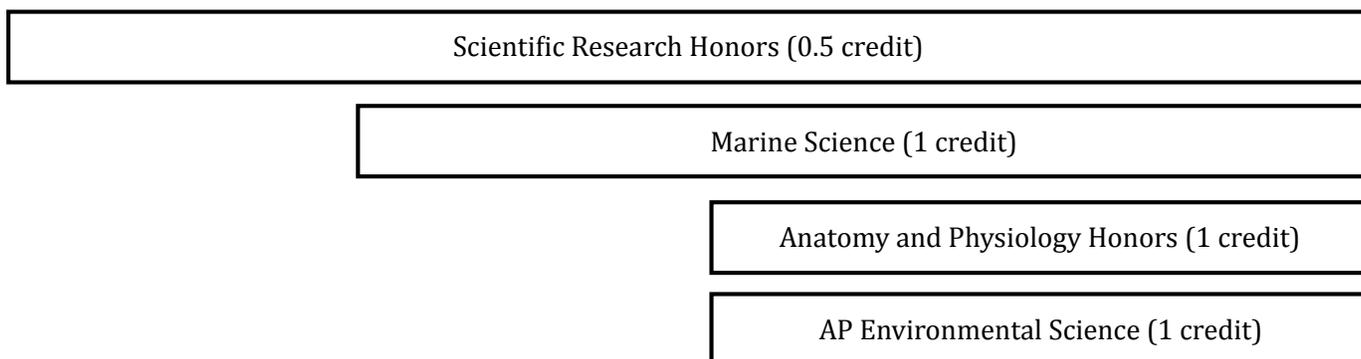
Advanced Topics in Mathematics is a post-AP math course for students who have successfully completed AP Calculus BC. First semester topics include, but are not limited to: differentiation applications, advanced integration techniques, rotating volumes, differential equations, infinite series, and vector functions. In addition, students are introduced to proof techniques and college level mathematics courses that they may encounter after Calculus. Advanced Topics is a course for students who have successfully completed the requirements of the AP Calculus BC course and have departmental approval.

COURSE DESCRIPTIONS BY DEPARTMENT

Science Department *Core Curriculum (3 credits required)*



Electives



SCIENCE

The Science Department offers courses that provide students with a solid foundation in the sciences and with opportunities to acquire knowledge and appreciation of the natural world. Students of science courses also understand how scientific issues relate to their lives and to the well-being of our planet, and they recognize the interdependence between science and other fields of study. Because of the continually evolving nature of science, we aspire to create and refine scientific models for our students, whom we encourage to: make observations; ask and answer questions; maintain independence of thought while engaged in learning; participate in discussions; and develop scientific literacy. The Department endeavors to cultivate core academic skills, including critical and constructive thinking as well as the ability to communicate ideas and results clearly and accurately from a scientific perspective. Students participate actively in testing hypotheses, conducting experiments, analyzing data, and solving problems—both qualitatively

and quantitatively. Outfitted classrooms and technological innovations ensure that our students have numerous and applicable hands-on experiences. The Department's course options provide students with opportunities to pursue their interests at appropriate levels of rigor, in turn fostering the ability to become self-directed learners who pursue their own academic agendas. Students must meet the appropriate prerequisites and co-requisites for each course.

Biology

Biology is an introductory study of the concepts of life and life processes. The students study prokaryotic cellular anatomy and physiology, eukaryotic cellular anatomy and physiology, cellular metabolism and energy, cellular mitosis and meiosis, basic genetics, body systems, organs, ecology, and taxonomy and classification. This course requires the student to perform laboratory investigations, to analyze experimental data, and to draw conclusions. Students will be fine tuned to the process of

COURSE DESCRIPTIONS BY DEPARTMENT

writing coherent, technical summaries describing the results of the laboratory investigations.

Biology Honors

Biology Honors is a comprehensive study of the concepts of life and life processes. This course delves into the same subject areas of Biology, but with more depth, a greater degree of analysis, and an emphasis on life processes at the molecular and cellular level. Students will be required to master topics in biochemistry, cell structure and function, protein synthesis, enzyme activity, cell respiration, photosynthesis, cell replication, cell communication, genetics and evolution. These topics will be applied in the study of microorganisms, plant, and animals and their interrelationship in the environment. This course is designed to challenge the student's critical thinking skills and requires the student to analyze experimental data. Students will learn the process of writing coherent, technical summaries describing the results of the laboratory investigations and applying the results of the investigations to other real life situations. To further student understanding of the research process, the student will design an experiment, collect data and analyze the results. *Prerequisite: Excellence in middle school science course and teacher recommendation.*

AP Biology

AP Biology will focus on an in-depth study of the major themes of genetics and evolution (Big Idea #1), biochemistry, metabolism, and energy (Big Idea #2), biochemistry, cell signal transduction pathways and genetics (Big Idea #3), and ecology and the interaction between biological systems (Big Idea #4). Students will learn and apply problem-solving skills in Chi Square Analysis (genetics and allele evolution), Hardy-Weinberg Analysis (genetics and population frequency), Population and Logistic Growth Models and Carrying Capacity (ecology and evolution). Students who decide to enroll in AP Biology must be willing to commit additional time outside of class in independent reading and studying as well as in the completion of lab experiments and in the completion of assessments. AP Biology students are required to take the national exam. *Prerequisite: Excellence in Biology Honors. Co-requisite: Chemistry Honors and Algebra II Honors.*

Chemistry

This course studies the fundamental relationship between the structure and properties of matter and the changes matter can go through. Students will investigate matter at a subatomic level to study basic theories behind its behavior and relate chemical principles to everyday life. Mathematical skills are employed to explore how the elements react and interact with each other to form compounds. Problem-solving skills are utilized throughout the year to study the conceptual, sequential development of the following topics: atomic structure, periodicity, chemical reactions, stoichiometry, solutions, thermochemistry, gases, equilibrium, and kinetics. Laboratory

work is an integral part of this course. *Co-Requisite: Algebra II.*

Chemistry Honors

This course is designed to be an advanced high school science course and should be considered a prerequisite for AP Chemistry. This rigorous course will cover the basic principles of chemistry with an emphasis on the mathematical and laboratory component of chemistry. Quantitative and qualitative analyses in lab will focus on developing technique and precision. The pace and depth of Chemistry Honors requires a significant investment of time and effort. Problem-solving skills and critical thinking will be reinforced throughout the year. To further student understanding of the research process, the student will design an experiment, collect data and analyze the results. *Prerequisites: Biology Honors. Co-requisite: Algebra II Honors*

AP Chemistry

This course is designed to continue the student's education in chemistry at an advanced level leading to the Advanced Placement Examination. The emphasis is on basic fundamentals of modern chemistry and the skills of chemical mathematics involved in stoichiometry and chemical equilibrium. The very significant laboratory component of the course is designed to reinforce lecture topics, stimulate the student to apply the fundamentals of chemistry to new problem situations, and to develop the student's technical writing skills. Topics to be covered include stoichiometry; atomic orbital theory; bonding; thermochemistry and thermodynamics; kinetics; oxidation-reduction; gas phase and acid/base equilibrium; states of matter; solubility; electrochemistry; and nuclear as well as organic chemistry. To meet the rigorous curriculum of AP Chemistry as designated by the College Board, this course will often begin at 7:30 A.M. *Prerequisites: Chemistry Honors. Co-requisite: Precalculus Honors*

Physics

Physics explores the relationship between matter and energy. Students learn the physical concepts and their application to real and ideal situations. Physics helps develop logical deductive processes and problem solving skills. Topics include motion, mechanics, momentum, vectors, kinetic energy, potential energy, light energy, optics, sound, electricity, and electromagnetism. Frequent demonstrations and laboratory work reinforce the concepts introduced. Students will write lab reports that include an analysis of their results, applying the problem solving skills and physics principles introduced throughout the year. *Co-requisite: Algebra II or higher.*

Physics Honors

Physics Honors involves the study of the forces and laws of nature affecting matter, including equilibrium, motion, momentum, relationships between matter and energy, velocity, acceleration, vectors, and planetary mechanics. Students study

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the properties and behavior of light and sound waves, magnetic properties and currents, and atomic and nuclear physics. Thus the ability to interpret as well as apply higher level mathematics in analyzing complex word problems is a must to be successful in this course. Laboratory activities enhance the curriculum. Students write a comprehensive and detailed analysis of their lab results. To further student understanding of the research process, the student will design an experiment, collect data and analyze the results. *Co-requisite: Precalculus Honors.*

AP Physics C

AP Physics C parallels an introductory college physics course for scientists and engineers. The AP C syllabus covers all areas of Mechanics and/or all areas of Electricity & Magnetism. Laboratory work and data analysis are integral to the study of physics and are included in the course. Students are expected to write a comprehensive and detailed analysis of their lab results. *Prerequisite: Excellence in Physics Honors. Co-requisite: AP Calculus.*

AP Environmental Science

The AP Environmental Science course is designed to be the equivalent of a first year, introductory college course in environmental science. The goal of the course is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world. They will also be able to identify and

analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and / or preventing them. AP Environmental Science promotes the development of citizens who could make informed, knowledgeable decisions concerning environmental issues. *Prerequisites: Biology and Chemistry. Co-requisite: Physics*

Anatomy & Physiology Honors

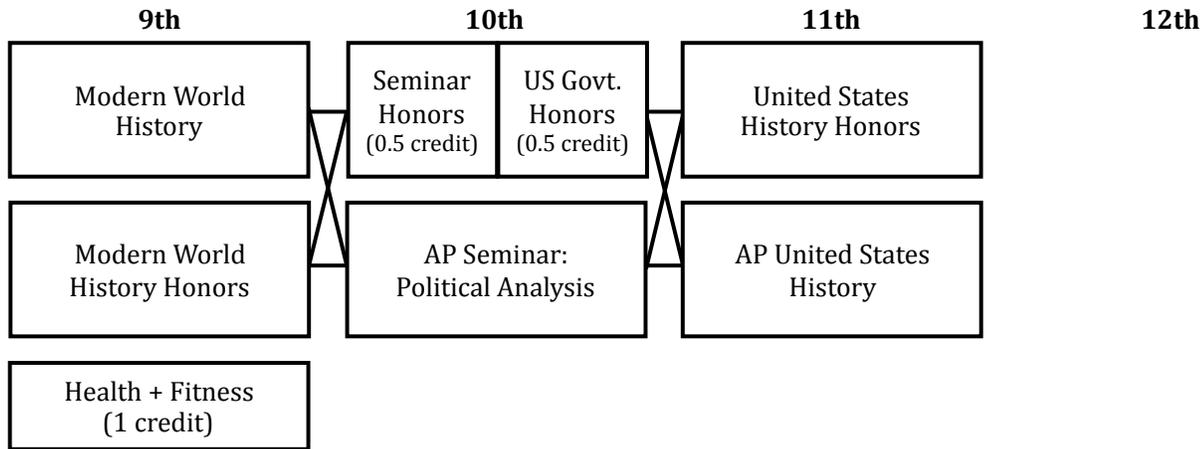
This full year honors level course will encompass a comprehensive study of human and comparative anatomy and physiology while simultaneously providing students with a pre-med focus, including academic rigor, laboratory exercises and guest speakers. *Prerequisite: Biology and Chemistry.*

Marine Science

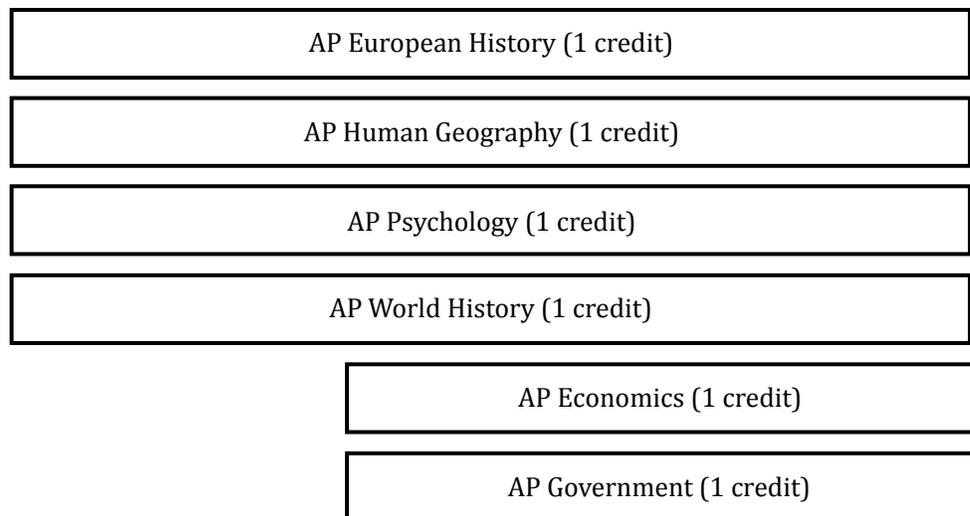
This year long course integrates life science, Earth science and physical science together to foster a deeper understanding of the ocean. Students will study oceanic organisms and the physical characteristics of the ocean while using STEM practices. Students will track animals, use real time data from NASA and NOAA and even engineer a tool for ocean remediation. The course will focus on real-world learning and the oceanic ecology of Florida. Field trips are an important part of the course and will help students learn about the biology of the Gulf and the challenges it faces. *Prerequisite: Biology.*

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Social Science Department Core Curriculum (4 credits required)



Electives



Quarter & Semester Electives

Accounting & Personal Finance (0.5 credit)	Living, Leading, and Learning (0.5 credit)
Applied Sport Psychology (0.5 credit)	Principles of American Politics (0.25 credit)
Contemporary Issues in Sport (0.5 credit)	Psychology Honors (0.5 credit)
Criminal Psychology Honors (0.5 credit)	Sociology Honors (0.5 credit)
Lifetime Fitness (0.5 credit)	Strength and Conditioning (0.5 credit)

SOCIAL SCIENCES

The Social Sciences Department offers a wide range of courses, encompassing the social, political, economic, cultural, and intellectual tradition of humankind. The department seeks to inspire students to think critically and creatively by asking historical questions about themselves, their communities, other cultures and society as a whole. Students are encouraged to participate in their own society, to apply historical knowledge to the situations they encounter, and to value the particular privileges and responsibilities inherent in their own

lives. Armed with these skills, students are able to view their world in complex ways, not to be swayed easily by simple answers, to critically evaluate information provided by the media, government, or special interest groups. Through a solid background in history, these students become citizens who will think carefully, seek to better their understanding of the world, and have the confidence to act upon their convictions.

At all levels, the department provides students with the tools to think rigorously, to research, and thereby articulate

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independent ideas about historical events. Throughout courses, close critical reading is emphasized using textbooks, primary sources and literature. Activities and assignments incorporate vocabulary building and encourage students to engage with historical and geographic themes at increasingly complex levels. Similarly, writing instruction in the history department builds from one year to the next to help students develop their expository and analytical writing.

Health

This is a required semester-long course aligned with the National Health Education Standards. The course will assist students in obtaining accurate health information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. Study includes personal and community health; mental, emotional and social health; injury prevention and safety; nutrition and physical activity; alcohol, tobacco and other drugs; growth and development. All students will be certified in CPR and use of the AED.

Modern World History

Modern World History Honors

The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems. *Honors Prerequisite: Superior ERB scores and teacher recommendation.*

Honors Seminar: US Government

This course explores origins of the U.S. government and the workings of our federal system, all within the context of learning how to write and present research projects. The history of our government, the U.S. Constitution, the form and function of the Legislative, Executive, and Judicial branches are the main themes. Beyond the basic understanding of the form and function of the three branches of our federal system, this course will also probe, in depth, case studies of the events, problems, court cases, leaders and controversies that have shaped our current interpretation of the U.S. Constitution. There will be a research element to this course, as well as public speaking and persuasive writing skills.

AP Seminar: Political Analysis

AP Seminar: Political Analysis is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues through the primary lens of American political issues. Using an inquiry framework, students practice reading and analyzing research studies, while completing their own political science research projects. Students learn to

synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments in the political science fields. *Prerequisite: Teacher recommendation.*

United States History Honors

This course presents students with a chronological look at American history while focusing on American values and institutions from the colonial period to the present day. Particular emphasis is placed on the following areas: Revolutionary War, Constitutional Development, Civil War and Reconstruction, Industrialization, World Wars I and II, Cold War, and Contemporary History. There will be a research element to this course.

AP United States History

This course will survey the history of the United States of America from the “discovery” and settlement of the New World to the very recent past. The primary focus of the course will be to provide students with an opportunity to develop an understanding of some of the major themes in American history, to train students to analyze historical evidence, and to develop in students their ability to analyze and express historical understanding in writing. This class will emphasize certain themes: political institutions and behavior and public policy, social and economic change, diplomacy and international relations, and cultural and intellectual developments.

ELECTIVES

AP Economics

This course prepares students for two AP exams: AP Microeconomics and AP Macroeconomics. The purpose of AP Microeconomics is to give students a thorough understanding of the principles of economics as they apply to the decisions of individuals – both consumers and producers – within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. The purpose of an AP course in Macroeconomics is to give students a thorough understanding of the principles of economics that apply to the economic system as a whole.

AP European History

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes

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in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing historical evidence; contextualization; comparison; causation; change and continuity over time; and argument development. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity. *Offered every other year.*

AP Government

This course prepares students for two AP Exams: AP US Government and AP Comparative Politics. The purpose of AP US Government is to give students an understating of key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the USA. Studies will focus on foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. AP Comparative Politics provides students with: a concrete understanding of the scientific method behind political comparison, a well-developed sense of political theory, and a “real world” understanding of global studies through specific analysis of 6 different political entities: The United Kingdom, Russia, Iran, China, Nigerian and Mexico.

AP Human Geography

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

AP Psychology

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

AP World History

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This

understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study. Prerequisite: Excellence in previous history courses. *Offered every other year.*

SEMESTER ELECTIVES

Accounting and Personal Finance

This course is an introduction to accounting principles and personal finance. Ideal for students who have an interest in business and plan on taking accounting or finance courses in college. *One Semester.*

Contemporary Issues in Sport

This course provides students with a survey of the wide variety of professions that are available in the human performance field. Each quarter, students will learn a different career path, both through lecture, course assignments, guest speakers, and internship opportunities. Some areas of focus could be Sports Psychology, Business and Marketing, Ethics in Sports, Physical Training and Therapy. *One Semester.*

Criminal Psychology Honors

This course is designed for students interested in criminal justice, the law, or mental health professions. This course examines the relationship between human development and the likelihood of committing a crime through the basics of psychology and use of case study methods to explore the nature and history of psychological and behavioral disorders. The second part of this course takes it one step further as psychological concepts are applied to investigation and the law. Through the study of real crimes in America and the legal system in action, the course will draw connections on how research and theory affect your comprehension of suspects, criminals, police officers, lawyers, witnesses, judges and jurors. Due to the content of this course, it is recommended for upper classmen only. *One Semester.*

Lifetime Fitness

This course provides a background for a broad base of activities to include, but not limited to: volleyball, basketball, pickleball, dodgeball, ultimate frisbee, and the possibility of bowling. This course will allow the students to improve their basic skills and be introduced to advanced skills while providing them with the knowledge of rules and strategies

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related to the activities. Each student is required to dress out for daily participation. Note: Students who do not participate in at least one season of a CSN sport **must** take Lifetime Fitness in order to graduate from CSN. *One Semester.*

Living, Learning, and Leading

The Living, Learning, Leading course exposes students to current research, case studies, and literature to help them build a foundational understanding of wellness, cognitive science, and leadership as they apply to the lived experience of a high school student. Students will learn about their own character and leadership strengths, how their brains store and retrieve information, and wellness habits surrounding proper sleep and diet. In addition, they will reflect upon how their words and actions have impact on others and themselves. In preparation for success, well-being, and happiness at CSN and beyond, students will be explicitly taught successful learning process skills such as annotated reading, organized note taking, effective group work dynamics, and ethical use of technology. *One Semester.*

Psychology Honors

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health. *One Semester.*

Sociology Honors

This course introduces students to the history and concepts of sociology, including social-cultural groups, race and ethnicity, gender relations, social classes, citizenship, immigration, poverty and health. Major themes such as power, inequality, social change, and justice help give students an understanding of their role in society and the roles of others. Students will further enhance their understanding through service based learning projects and in depth case study analysis on social issues that exist within their own communities. Students will develop foundational skills such as research, communication and collaboration while also fostering a sense of social responsibility. *One Semester.*

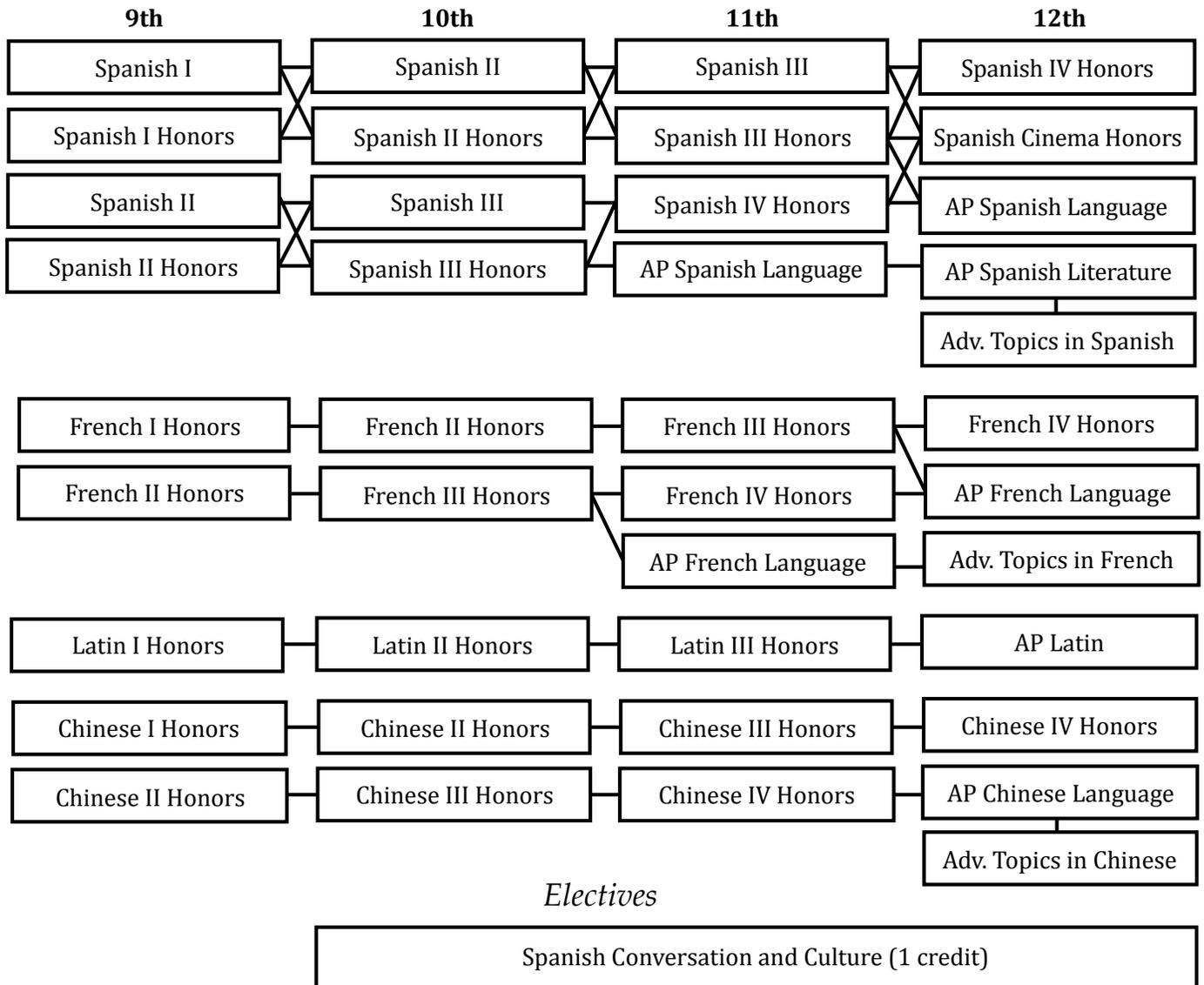
PRINCIPLES COURSE

Principles of American Politics

Interested in how politics, current issues and elections in America lead to the making of a president? You will examine the election season starting with primaries through the general election's vote by the people. You will learn about all three levels of elections: local, state, and national. In addition, you will participate in debating campaign issues, develop campaign ads, and visit campaign headquarters of candidates. Participation in Harvard Model Congress or other Social Science club competitions will be expected. *One Quarter.*

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World Languages & Cultures Department Core Curriculum (3 credits required)



WORLD LANGUAGES & CULTURES

In philosophy, the Department of World Languages and Cultures believes that direct acquaintance, through language, with the varied cultures and peoples of this world provides students with an experience of inestimable value. Learning other languages and understanding the culture of the people who speak them is a 21st Century skill that is vital to success in the global environment in which our students will live and work. Clearly, language education is critical to our students' success in the world of the future: a world that will insist upon their need to interact effectively with others who do not speak English.

At CSN, language communication, while definitely a central goal, is not the only focus of study in world language courses. Also important is culture, focusing on the history, literature, civilization, and contemporary mores of the world communities speaking these languages. Students gain an understanding of the global and personal perspectives of target language communities, enabling them to establish connections and make comparisons with their own community and culture, leading to greater international understanding.

It is also our philosophy and a primary expectation, as recommended by the American Council on the teaching of Foreign Languages, that teachers use the target language 90%

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of the time in their instruction and that students be encouraged and required to communicate in the language while in class (except for Latin, a classical language), both in interactions with the teacher and with one another. Research indicates that effective language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for students to develop linguistic and cultural proficiency.

CSN offers full programs of modern language study in Chinese, French, and Spanish from basic entry levels through Advanced Placement (AP) Language and Culture (also AP Spanish Literature and Culture) and beyond. Curriculum is focused on building language proficiency in the three modes of communication through authentic texts from various target language communities. Language and culture are based on everyday themes including: Contemporary Life, Personal and Public Identities, Global Issues, Science and Technology, Beauty and Aesthetics (including literature), and Families and Communities. Furthermore, students may study Latin in conjunction with or in lieu of modern language. CSN currently offers four levels of Latin through AP Latin.

CSN students are required to take three upper-school level courses in a modern language or Latin. The sequence of courses is determined by the successful completion of prior courses, according to proficiency achieved and teacher recommendation, not by grade level. Advanced Placement courses provide students with rigorous instruction and therefore, are intended for juniors and seniors. To be successful, students must possess academic maturity and a strong work ethic.

For rising ninth graders who began language studies prior to Upper School classes, students are placed in classes as warranted by teacher recommendations and STAMP test results. CSN reserves the right to place students according to the judgment of the Upper School Department of World Languages and Cultures and the Dean of Academic Affairs. Students new to CSN may be required to sit for the STAMP proficiency assessment for correct placement.

CHINESE

Chinese I Honors

This initiation to Chinese language and culture emphasizes the development of language skills and cultural awareness. The objective of the course is to lay a solid foundation in the four skills of language: listening, speaking, reading, and writing, as well as gaining understanding of Chinese culture. Pinyin (phonetic symbols) will be used as a supplementary tool to learn the spoken language. Students will also simultaneously learn Hanzi (Simplified Chinese characters). They develop basic conversational skills, reading skills, and grammatical knowledge for writing simple sentences. As the

year progresses students strive for greater proficiency in the three modes of communication and two skill areas within each one: interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing. The goal of this course is to help students acquire linguistic skills and cultural awareness by interweaving language and culture, and by guiding them through a progression of activities from the use of authentic language through structured practice to produce creative, personalized expression. The course is taught in Mandarin Chinese, with increased use of authentic materials that deal with world themes. There is also emphasis on accurate pronunciation and intonation. Language skills are developed through class activities, recordings, and videos, as well as the use of the textbook, workbooks, and readings. Assessment of all communication is geared toward the novice-high proficiency level.

Chinese II Honors

This is an intensive course designed for those who have demonstrated an exceptional talent and an affinity for Chinese language and culture study. The basic grammar rules of the first year are now refined and augmented, and students' knowledge of vocabulary is more extensive and detailed. Culture is presented and integrated through vocabulary presentations and readings. Students are exposed to a broad range of authentic materials and learn to read with greater fluency, comprehension, and analytical skill. Students learn to express themselves creatively through dialogues, paired and group activities, and class discussions on selected topics. Writing skills are extended through short compositions and personal narratives. The text uses an integrated approach to language learning to develop language proficiency and to provide a balanced focus on the listening, speaking, reading and writing skills. There is a continuation of higher order thinking and cognitively challenging communicative tasks, leading to more creative language use. Assessment of all communication is geared toward the intermediate-low proficiency level.

Chinese III Honors

This course is designed to more fully develop intermediate language skills in the three modes of communication: interpretive listening, reading, and viewing; interpersonal speaking and writing; and presentational speaking and writing. Grammatical concepts are reviewed and expanded to include more sophisticated vocabulary, taught in a meaningful, contextualized way. Students improve their listening skills through audio and video activities and develop their comprehension and analytical skills through exposure to authentic print passages of varying degrees of length, complexity, and cultural impact. Speaking and writing skills are developed through discussion and composition work, including both analysis and personal response to authentic texts, such as film clips and readings. Students are expected to apply learning in realistic communication, using Chinese to

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create meaning, as well as building intercultural competence through exploration of the perspectives of Chinese-speaking communities of the world. There is continued focus on higher order thinking and cognitively challenging communicative tasks, leading to more creative language use.

Chinese IV Honors

This course is designed to provide students various opportunities to further improve intermediate language skills in the three modes of communication: interpretive listening, reading, and viewing; interpersonal speaking and writing; and presentational speaking and writing. AP themes are introduced through plentiful authentic print, audio, and audiovisual resources, leading students to develop a rich, thematic vocabulary, which enables them to routinely communicate about the world in which they live. Learners not only develop greater proficiency in language communication, but also in cultural knowledge as they make connections and comparisons between Chinese cultures and their own culture(s), ultimately leading to greater intercultural competency. There is continued focus on critical thinking and cognitively challenging communicative tasks, leading to more creative language use. Assessments of all communication is geared toward the intermediate-mid proficiency level.

AP Chinese Language & Culture

The AP Chinese Language and Culture course is designed for students who wish to achieve greater proficiency (intermediate high-advanced low) while integrating their language skills, basing content on authentic materials and sources. Students who enroll should already have a functional knowledge of the language and cultures of Mandarin Chinese and should have attained a reasonable proficiency in using the language. Students explore the various themes and contexts of the AP Chinese curriculum while also considering essential questions that are addressed in the global community. Products, practices, and perspectives of Chinese cultures of the world are explored and strengthened. Higher order thinking is key as students seek to analyze, evaluate, infer, conclude, and predict within the various contexts explored. The AP course is comparable to fourth semester (or the equivalent) college/university courses in Mandarin Chinese.

This course, which deepens students' immersion into the language and culture of the Chinese-speaking world, prepares students to demonstrate their level of Chinese proficiency across the three communicative modes (Interpersonal, Interpretive, and Presentational) and the five goal areas (Communication, Cultures, Connections, Comparisons, and Communities) as outlined in the Standards for Foreign Language Learning in the 21st Century. Its aim is to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture.

Advanced Topics in Chinese

This class is offered to students who have already taken the AP Chinese Language and Culture exam, have developed a strong interest in the Chinese language, and wish to apply it to anticipated university studies and future professions. Curriculum is designed to further develop the three modes of communication and advance skills in listening, speaking, reading, and writing, while also expanding knowledge of Chinese culture, history, and society. Topics are based on authentic texts that boost students' language skills in practical contexts and authentic cultural settings. The class will explore a variety of print, visual, audio, and audiovisual texts (such as Web sites, blogs, literature, news sources, etc.). Students will have the opportunity to learn specialized vocabulary and structures as they explore topics based on their academic areas of interest (science, medicine, politics, business and finance, etc.). They will evaluate, discuss, and process what they learn through discussions, presentations, papers, and projects.

FRENCH

French I Honors

This initiation to French language study emphasizes the development of fundamental language skills. The objective of the course is to lay a solid foundation in the four skills of language — listening, speaking, reading, and writing. Students practice pronunciation and intonation of the language, and they learn to recognize words and grasp the main ideas when listening to simple spoken French. They develop basic conversational skills, grammatical knowledge for writing simple sentences, and reading skills at and beyond the level of “cognate French.” As the year progresses students strive for greater proficiency in the three modes of communication and two skill areas within each one: interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing. The goal of the program is to help students develop linguistic skills and cultural awareness by interweaving language and culture, and by guiding them through a progression of activities from use of authentic language through structured practice to produce creative, personalized expression. The course is taught in French, with increased use of authentic materials that deal with world themes. There is also emphasis on accurate pronunciation and intonation. Language skills are developed through class activities, recordings, and videos, as well as the use of the textbook, workbooks, and readings. Assessment of all communication is geared toward the novice-high proficiency level.

French II Honors

The overall goal of the French II Honors course is to move students toward a natural and idiomatic communicative competence. The language learning process, which includes a contextualized review and building upon the foundation of first level topics and vocabulary units, and the introduction

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of concepts assigned typically to the second level, is accomplished through integrating modes of communication in authentic, real life application. The new material is no sooner introduced, than it becomes integrated into communicative contexts of the language promoted throughout textbook and Web-based interactive activities. Audio and audiovisual resources, which accompany the text, drive the scope and sequence of the vocabulary and grammar curriculum, additionally providing instruction in cultural awareness and understanding. Informational articles offer explanations of cultural appropriateness, while journalistic and literary texts taken from authentic French sources create exercises in reading comprehension. Assessment of all communication is geared toward the intermediate-low proficiency level.

French III Honors

This course is designed to fully develop intermediate language skills in the three modes of communication: interpretive listening, reading, and viewing; interpersonal speaking and writing; and presentational speaking and writing. The French III Honors course is designed to strengthen and to build upon all the skills that students have acquired in previous levels. Grammatical concepts are reviewed and expanded to include more sophisticated vocabulary, taught in a meaningful, contextualized way. Students improve their listening skills through audio and video activities and develop their comprehension and analytical skills through exposure to authentic print passages of varying degrees of length, complexity, and cultural impact. Speaking and writing skills are developed through discussion and composition work, including both analysis and personal response to authentic texts, such as film clips and readings. Students are expected to apply learning in realistic communication, using French to create meaning, as well as building intercultural competence through exploration of the perspectives of Francophone communities of the world.

French IV Honors:

This course provides an additional year of language study for students who are planning to take AP French Language and Culture, but want or need another year to reinforce and advance their level of proficiency in interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing, all areas that define language communication and are assessed on the AP exam. As a pre-AP course students work toward ease and clarity of expression as they reinforce and build on prior grammar and vocabulary. AP themes are introduced through plentiful authentic print, audio, and audiovisual resources, leading students to develop a rich, thematic vocabulary, which enables them to routinely communicate about the world in which they live. Learners not only develop greater proficiency in language communication, but also in cultural knowledge as they make connections and comparisons between French-speaking communities of

the world and their own community, ultimately leading to greater intercultural competency. An integrated approach to learning provides students with interactive Web resources that both reinforce and enhance learning, within the classroom environment, at home, and in real-world application.

AP French Language & Culture

AP French Language and Culture is intended for students who wish to achieve greater proficiency (advanced-low to advanced-mid) while integrating their language skills, basing content on authentic materials and sources. Students who enroll should already have a functional knowledge of the language and cultures of French-speaking peoples and should have attained a reasonable proficiency in using the language. Students explore the various themes and contexts of the AP French curriculum while also considering essential questions that are addressed in the global community. Products, practices, and perspectives of French-speaking cultures of the world are explored and strengthened, while also comparing them to the students' home community and culture. All authentic print, audio, and audiovisual materials are engaging, relevant, and especially appropriate as they give students thematic vocabulary and contextualized grammar and structure, all with the goal of reaching greater communicative competency.

The AP French Language and Culture course helps prepare students to demonstrate their level of French proficiency across three communicative modes (interpersonal [interactive communication], interpretive [receptive communication], and presentational [productive communication]), and the five goal areas as outlined in the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to fifth semester college and university courses that focus on spoken and written communication in the target language at an advanced level. Higher order thinking is key as students seek to analyze, evaluate, infer, conclude, and predict within the various contexts explored. Grammar and vocabulary are reinforced, reviewed, and strengthened in meaningful context, making learning more relevant and natural.

Advanced Topics in French

This class is offered to students who have already taken the AP French Language and Culture exam, have developed a strong interest in the French language, and wish to apply it to anticipated university studies and future professions. Curriculum is designed to further develop the three modes of communication and advance skills in listening, speaking, reading, and writing, while also expanding their knowledge of Francophone cultures and communities. Topics are based on authentic texts that boost students' language skills in practical contexts and authentic cultural settings. The class will explore a variety of print, visual, audio, and audiovisual texts (such

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as Web sites, blogs, literature, news sources, etc.). Students will have the opportunity to learn specialized vocabulary and structures as they explore topics based on their academic areas of interest (science, medicine, politics, business and finance, etc.). They will evaluate, discuss, and process what they learn through discussions, presentations, papers, and projects.

LATIN

The study of Latin has two main components: the study of Roman history and culture and the study of the Latin classical language used. Both have important benefits to modern students. A study of Roman history and culture gives students the opportunity to see many origins of our modern culture and to analyze historical events and practices as they relate to and differ from our society. The study of the Latin language increases a student's understanding of language structure across spoken languages, increases their English vocabulary, solidifies their understanding of grammar, and requires the development of critical thinking. Immediate benefits of increased verbal scores combined with understanding deeper themes of classical literature make the study of Latin invaluable.

Latin I Honors

In Latin I, students are introduced to the language of the ancient Romans through a combination of focused grammar study and reading comprehension. Students will also discover the Latin roots of English words in order to improve their vocabulary. Finally, students will learn about the ancient world by looking at its mythology and religion, law, government, politics, literature and art, and daily life.

Latin II Honors

In this course, students continue their study of the Latin language and Roman culture and history. They complete their study of grammar while deepening their understanding of Latin vocabulary and syntax. In addition to learning myths and history of the ancient Romans, they read about the Trojan War and the founding of Rome in Latin. As they develop the ability to read more complicated Latin stories, they increase their understanding of language structure as a whole.

Latin III Honors

In the third year, students are introduced to authentic Latin texts written by Roman authors. The first semester is dedicated to Latin prose by authors such as Cicero, Caesar, and Livy. The second semester focuses on the Roman poets Catullus, Horace, Ovid, and Vergil. While polishing their ability to read and translate Latin, students also develop skills in literary analysis and rhetorical analysis.

Latin IV Honors

In Latin IV, students study the history and mythology of ancient Rome through Latin texts. These readings allow students to

synthesize their years of grammar and preparation and begin to make their own deductions and observations about the impact of Roman products and practices on the western tradition and how they relate to our modern culture.

AP Latin

The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's *Aeneid* and Caesar's *Gallic War*. The course requires students to prepare and translate the readings, and places these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context.

SPANISH

Spanish I

This initiation to Spanish language study emphasizes the development of fundamental language skills. The objective of the course is to lay a solid foundation in the four skills of language — listening, speaking, reading, and writing. Students practice pronunciation and intonation of the language, and they learn to recognize words and grasp the main ideas when listening to simple spoken Spanish. They develop basic conversational skills, grammatical knowledge for writing simple sentences, and reading skills at and beyond the level of “cognate Spanish.” As the year progresses students strive for novice-mid or greater proficiency in the three modes of communication and two skill areas within each one: interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing. The goal of the program is to help students acquire linguistic skills and cultural awareness by interweaving language and culture, and by guiding them through a progression of activities from use of authentic language through structured practice to produce creative, personalized expression. The course is taught in Spanish, with increased use of authentic materials that deal with world themes. There is also emphasis on accurate pronunciation and intonation. Language skills are developed through class activities, recordings, and videos, as well as the use of the textbook, workbooks, and readings. Assessment of all communication is geared toward the novice-mid proficiency level.

Spanish I Honors

This initiation to Spanish language study emphasizes the development of language skills. The objective of the course is to establish a solid foundation in the four skills of language — listening, speaking, reading, and writing. Students practice pronunciation and intonation of the language, and they learn

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to recognize words and grasp the main ideas when listening to simple spoken Spanish. They develop basic conversational skills, grammatical knowledge for writing simple sentences, and reading skills at and beyond the level of “cognate Spanish.” As the year progresses students strive for greater proficiency in the three modes of communication and two skill areas within each one: interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing. The goal of the program is to help students acquire linguistic skills and cultural awareness by interweaving language and culture, and by guiding them through a progression of activities from use of authentic language through structured practice to creative, personalized expression. The course is taught in Spanish, with increased use of authentic materials that deal with world themes. There is also emphasis on accurate pronunciation and intonation. Language skills are developed through class activities, recordings, and videos, as well as the use of the textbook, workbooks, and readings. The honors track course distinguishes itself through its faster pace and greater focus on higher order thinking and cognitively challenging communicative tasks, leading to more creative language use. Assessment of all communication is geared toward the novice-high proficiency level.

Spanish II

In Spanish II, students gain a greater ability to use all communication skills. They review the Spanish I curriculum, including basic grammar and vocabulary. The emphasis on oral skills is accompanied by increased skills in listening, reading, and writing. Through video clips and readings, students expand their vocabulary base and gain a deeper understanding of the customs, experiences and accents of the various Spanish-speaking cultures. The basic rules of the first year are redefined and augmented, and students’ knowledge of vocabulary and useful expressions for communication are more extensive and detailed. Students continue to integrate all skills for continued language development, with assessment geared to novice-high proficiency.

Spanish II Honors

This is an intensive course designed for those who have demonstrated an exceptional talent and affinity for Spanish language and culture study. The overall goal of the Spanish II Honors course is to move students toward a natural and idiomatic communicative competence. The language learning process, which includes a contextualized review and building upon the foundation of first level topics and vocabulary units, and the introduction of concepts assigned typically to the second level, is accomplished through integrating modes of communication in authentic, real life application. The new material is no sooner introduced, than it becomes integrated into communicative contexts of the language promoted throughout textbook and Web-based interactive activities. Culture is also presented and integrated contextually as

students are exposed to more authentic texts and learn to read Spanish with greater fluency, comprehension, and analytical skill. Audio and audiovisual resources, which accompany the text, drive the scope and sequence of the vocabulary and grammar curriculum, additionally providing instruction in cultural awareness and understanding. The honors track course distinguishes itself through its more rigorous pace and greater focus on higher order thinking and cognitively challenging communicative tasks, leading to more creative language use. Assessment of all communication is geared toward the intermediate-low proficiency level.

Spanish III

This third-year Spanish course includes a comprehensive review of basic Spanish grammar. However, it is designed to move toward intermediate language skills in the three modes of communication: interpretive listening, reading, and viewing; interpersonal speaking and writing; and presentational speaking and writing. This Spanish III course is designed to strengthen and to build upon all the skills that students have acquired in previous levels. Students improve their listening skills through audio and video activities and develop their comprehension and interpretive skills through exposure to authentic print passages. Speaking and writing skills are developed through discussion and composition work, including personal response to authentic texts, such as film clips and readings. Students are expected to apply learning in realistic communication, using Spanish to create meaning and work toward a greater understanding of the culture of Spanish-speaking communities of the world.

Spanish III Honors

This course is designed to more fully develop intermediate language skills in the three modes of communication: interpretive listening, reading, and viewing; interpersonal speaking and writing; and presentational speaking and writing. The Spanish III Honors course is designed to strengthen and to build upon the skills that students have acquired in previous levels. Grammatical concepts are reviewed and expanded to include more sophisticated vocabulary, taught in a meaningful, contextualized way. Students improve their listening skills through audio and video activities and develop their comprehension and analytical skills through exposure to authentic print passages of varying degrees of length, complexity, and cultural impact. Speaking and writing skills are developed through discussion and composition work, including both analysis and personal response to authentic texts, such as film clips and readings. Students are expected to apply learning in realistic communication, using Spanish to create meaning, as well as building intercultural competence through exploration of the perspectives of Spanish-speaking communities of the world. The honors track course distinguishes itself through its more rigorous pace and greater focus on higher order thinking and cognitively challenging communicative tasks, leading to more

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creative language production. Assessment of all communication is geared toward the intermediate-mid proficiency level.

Spanish IV Honors

This course provides an additional year of language study for students who are planning to take AP Spanish Language and Culture, but want or need another year to reinforce and advance their level of proficiency in interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing, all areas that define language communication and are assessed on the AP exam. As a pre-AP course students work toward ease and clarity of expression as they reinforce and build on prior grammar and vocabulary. AP themes are introduced through plentiful authentic print, audio, and audiovisual resources, leading students to develop a rich, thematic vocabulary, which enables them to routinely communicate about the world in which they live. Learners not only develop greater proficiency in language communication, but also in cultural knowledge as they make connections and comparisons between Spanish-speaking communities of the world and their own community, ultimately leading to greater intercultural competency. An integrated approach to learning provides students interactive Web resources that both reinforce and enhance learning, within the classroom environment, at home, and in real-world application. Assessment of all communication is geared toward the intermediate-high proficiency level.

Spanish Cinema Honors

The Spanish Cinema course is designed for students taking an advanced Spanish course with a focus on Hispanic culture through film. The films selected are a rich source of meaningful cultural information that allow students to learn about a country's culture (history, politics, social issues, etc.) through discussion and analysis of its content. Additionally, students will use the cultural and historical material presented in developing their proficiency in all aspects of the language (listening, speaking, reading, and writing). For each film, students will study the cultural context necessary for comprehension, analyze and discuss the major themes, and make connections between these themes and larger cultural issues that pertain to the Spanish-speaking world.

AP Spanish Language & Culture

AP Spanish Language and Culture is intended for students who wish to achieve greater proficiency (advanced-low to advanced-mid) while integrating their language skills, basing content on authentic materials and sources. Students who enroll should already have a functional knowledge of the language and cultures of Spanish-speaking peoples and should have attained a reasonable proficiency in using the language. Students explore the various themes and contexts of the AP Spanish curriculum while also considering essential questions that are addressed in the global community.

Products, practices, and perspectives of Spanish-speaking cultures of the world are explored and strengthened, while also comparing them to the students' home community and culture. All authentic print, audio, and audiovisual materials are engaging, relevant, and especially appropriate as they give students thematic vocabulary and contextualized grammar and structure, all with the goal of reaching greater communicative competency.

The AP Spanish Language and Culture course helps prepare students to demonstrate their level of Spanish proficiency across three communicative modes (interpersonal [interactive communication], interpretive [receptive communication], and presentational [productive communication]), and the five goal areas as outlined in the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to fifth semester college and university courses that focus on spoken and written communication in the target language at an advanced level. Higher order thinking is key as students seek to analyze, evaluate, infer, conclude, and predict within the various contexts explored. Grammar and vocabulary are reinforced, reviewed, and strengthened in meaningful context, making learning more relevant and natural.

AP Spanish Literature & Culture

This course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Themes promote the exploration of literature in a variety of contexts and develop students' abilities to make cross-textual and cross-cultural connections. Additionally, students continue to develop language proficiency across a full range of language skills, with special attention focused on language used in critical reading and analytical writing. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism). Students will be prepared for the AP exam in May, for questions based on the six learning objectives and all themes, focusing on works from the required reading list and works that are not on the required reading list. The exam assesses the interpretive and presentational modes of communication and students' ability to analyze literature in context.

Advanced Topics in Spanish

This class is offered to students who have already taken the

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AP Spanish Literature and Culture exam, have developed a strong interest in the Spanish language, and wish to apply it to anticipated university studies and future professions. Curriculum is designed to further develop the three modes of communication and advance skills in listening, speaking, reading, and writing, while also expanding their knowledge of Spanish-speaking cultures and communities. Topics are based on authentic texts that boost students' language skills in practical contexts and authentic cultural settings. The class will explore a variety of print, visual, audio, and audiovisual texts (such as Web sites, blogs, literature, news sources, etc.). Students will have the opportunity to learn specialized vocabulary and structures as they explore topics based on their academic areas of interest (science, medicine, politics, business and finance, etc.). They will evaluate, discuss, and process what they learn through discussions, presentations, papers, and projects.

ELECTIVE

Spanish Conversation and Culture

Spanish Conversation and Culture, offered to juniors and seniors who have taken and completed at least two years of World Language classes in high school, provides Spanish language learning opportunities to students that motivate and accelerate their abilities to communicate effectively. Spanish Conversation and Culture students spend time interacting with and engaging in exercises that feed the acquisition of Spanish language and immerse them in Hispanic culture. Students

use Comprehensible Input (CI) techniques, which include speaking slowly, repeating key words and phrases, and reading Spanish texts of appropriate complexity. CI makes Spanish comprehensible and engaging for students, and these qualities help build their communication skills in the language.

In this class, we read novels, written in Spanish, that motivate students to embrace independent reading within this (CI) learning environment. This means, when language learners read in the target language (TL) at a level that they understand, they are providing themselves with comprehensible input that leads to language acquisition. Because the Spanish language is inextricably linked to cultures of its speakers, Spanish Conversation and Culture re-creates language and provides opportunities for cultural immersion. Through input-rich, planned lessons that are kept comprehensible, students acquire language and understand culture simultaneously. (CI) activities provide Spanish students with opportunities to develop cultural understanding at a depth rarely achieved in Novice courses. 90% of this class is conducted in Spanish, so students must communicate exclusively in the target language.

Note: This elective option is an exit course offered to students under special circumstances as determined by the World Language Department and Dean of Instruction.

Students in Spanish Conversation and Culture are expected (as all students) to take the STAMP test and demonstrate growth from their scores the previous year.

CO-CURRICULAR ACTIVITIES

CO-CURRICULAR ACTIVITIES

Community School encourages students to participate in co-curricular activities, activities that often extend and apply the ideas that they learn in academic classes. The benefits of such involvement are substantial. The students learn interpersonal skills that help develop leadership, confidence, determination and responsibility. We encourage students to participate in no more than two co-curricular activities while playing seasonal sports. Students may wish to coordinate their co-curricular activities with their academic program to build on areas of strength. Students who wish counseling on the selection of co-curricular activities as they relate to individual college goals should meet with their advisor or with a college counselor. There is a Club Fair every fall to kick off student signups and share information.

COMPUTER SCIENCE

Programming Team

The CSN Programming Team prepares students to compete at statewide programming competitions while providing opportunities for students to explore problems and solutions, and to attend computer science and technology events. Weekly meetings introduce various algorithms and practice solving problems from past competitions and allow students to take part in discussions of news and current events related to computer science and programming. Students traditionally compete at two ACM sponsored events and at Mu Alpha Theta contests.

CROSS-DISCIPLINE

Academic Quiz Team

Students compete as a team against other schools in an academic question and answer competition at both the varsity and junior varsity level. Questions range from topics in the Sciences, History, Geography, Current Events, Literature, Art and Music. The Academic Quiz Team will participate in local, regional, and national quiz tournaments. Our local competitions include the Collier and Lee County competitions which both culminate in televised junior varsity and varsity tournaments. In addition we plan on attending NAQT quiz tournaments in various schools in the southeast and beyond. NAQT (www.naqt.com) is the largest and most prestigious provider of quiz questions in the USA.

ENGLISH

Wordsmiths

Members of Wordsmiths will meet once a week to engage in activities surrounding the love of literature and craft. With the officers and other members of the National English Honor

Society, Wordsmiths members will help to organize Writers' Week events and to produce *Tessera*, the school's literary and arts annual. Other activities of the Wordsmiths may include participation in poetry readings, poetry slams, and writing workshops, open mic nights, and seminars for students in other divisions.

MATH & SCIENCE

Ecology & Environment Club

The "DOUBLE" Club is an organization in which the students not only get to learn more about the environment, but also get an opportunity to contribute to the protection of it. The goal is to involve the student body to develop an understanding and admiration for the environment through various service and educational activities.

Mu Alpha Theta

Mu Alpha Theta is a national mathematics honor society that promotes the study of math. At CSN, all students are welcome to attend practice sessions in Geometry, Algebra 2, Precalculus, Calculus, and Statistics. The sessions will give students an opportunity to look at math from a different perspective and learn to deal with non-routine situations in math. If interested, students may then participate in local and state math competitions that are held from November through April.

ESTEEM Club

"ESTEEM" represents Excellence in Science, Technology, Engineering, science Essay writing and Mathematics. For 2017-2018, students can compete as a team or as an individual in many events such as: Science Olympiad regional team competition in Ft. Myers in January; Science Bowl regional team competition at U. Miami in February; ExploraVision science research essay sponsored by Toshiba and NSTA, which is a team event and project deadline is in February; Illustrated Science Poem contest, which is an individual event, due in November; an Earth Science photo contest which is an individual event, due in November; and a Physics photo contest, which is an individual event, due in April.

SOCIAL SCIENCE

Academic World Quest

This is a program that is sponsored by the Naples Council on World Affairs (World Affairs Councils of America). It is a team game played by high school students that tests the competitors' knowledge of international affairs, geography, history, and culture. CSN has represented the Naples Council on World Affairs in the Washington DC competition twice. This club will begin in November.

CO-CURRICULAR ACTIVITIES

Harvard Model Congress

Recognizing that the future of any democratic state is only as bright as its next generation of citizens and leaders, Harvard Model Congress offers a comprehensive program of carefully designed American government simulations to prepare students for meaningful involvement in our nation's government and society. The scope and depth of knowledge imparted by these role-play simulations offer students valuable hands-on experience, as they become politicians, cabinet members, presidential advisors, and reporters. Harvard Model Congress makes national problems immediate, brings political debate to life, and shows how legislative compromise is achieved. Students will be able to participate in a national conference in San Francisco.

Mock Trial

The purpose of the Mock Trial competitions is to stimulate and encourage deeper understanding and appreciation of the American legal system. Important objectives include: improving proficiency in speaking, listening, reading, and reasoning skills; promoting effective communication and cooperation between the educational and legal communities; providing an opportunity to compete in an academic setting; and promoting tolerance, professionalism, and cooperation among other young people of diverse interests and abilities. Students work closely for 6 months with Judges and Attorneys of Collier County. Most preparation and practices will be held after school and in the evenings.

Model United Nations

Student delegates study a foreign nation in depth, researching related topics of global interest. They learn parliamentary procedure, practice specialized writing formats, and learn the diplomatic art of negotiation and compromise. Months of study culminate in several conferences, Boston College's Eagle MUN, Bishop Verot's COPMUN, FGCU's SWFLAMUN, and UCF's KnightsMUN. Using the knowledge gained from their research of assigned countries and international issues, students negotiate among widely divergent views as they argue for and defend the positions of their nations.

SERVICE

Key Club

Key Club is a service organization sponsored by a local Kiwanis Club for high school students. The objective is the development of initiative, leadership ability, and good citizenship practices. The Key Club, which meets briefly every Thursday during break, plans and participates in a variety of service activities in the community throughout the year.

Admissions Ambassadors Club

The Admissions Ambassadors are a select group of CSN students who are dedicated to the positive promotion of

Community School of Naples. Student ambassadors serve as the official hosts and hostesses of the school, and are the first point of contact to many prospective visitors to the CSN campus each year! The goal of the Student Ambassador program is to educate prospective students, families, school groups and the general public on the programs and resources and student life at Community School of Naples through leading campus tours, and various enrollment and donor cultivation events. This privilege is available for application for the current student body in the 9th – 12th grade classes. Students may apply and then be invited to serve in the program. The Seahawk Ambassadors serve as an essential component in the school's total enrollment and public relations efforts.

Spectrum

Spectrum aims to expose students to important current events in a safe, inclusive environment that gives them an opportunity to discuss prevalent topics in a supportive and productive way. The goal is to provide students with a place in which they can receive, digest, and ruminate on information that is currently shaping not only the global community, but also our CSN community. Topics include but will not be limited to issues of race, gender, sexual orientation, socioeconomic class, and identity. Unlike a club that focuses on one particular topic or point of view, Spectrum aims to unite students with different perspectives through engaging discussion and reflection.

Teen Court

This program is based on the philosophy that a juvenile offender is less likely to continue to be an offender when a jury of their peers decides the punishment. Volunteers in this program earn valuable experience in addition to service hours as they serve in the roles of attorneys, bailiffs, clerks, and jurors. Collier County Teen Court meets on Wednesday evenings.

WORLD LANGUAGES & CULTURES

French Congres

Annually, thirty students from five different levels of French represent CSN at the state competition in Orlando. At *Congres*, students compete individually in 25 events, including poetry recitation, impromptu speech, conversation, and reading comprehension. As a team, students also present a theater piece, a skit, a scrapbook, and a project in addition to competing in a French scholar bowl.

Latin Forum

Florida Junior Classical League is an organization for high school students that promotes the study of Latin, Greek, and classical civilization. Members of the CSN FJCL chapter practice throughout the year to compete at both regional and state Latin Forum. Competitions include academic tests, creative contests, and a Latin scholar bowl called *Certamen*.

CO-CURRICULAR ACTIVITIES

Spanish Conferencia

Each year members of the Spanish Team meet weekly to prepare for the annual State Spanish *Conferencia*, which takes place in March in Orlando. A maximum of 16 students from all levels compose our team and compete against other Florida schools in the areas of impromptu speaking, poetry recitation, and presentation of a dramatic piece. There are also opportunities to compete in music and dance, as well as cultural dress/regional costumes.

Upper School Curriculum Guide
& Handbook 2019-2020



COMMUNITY SCHOOL

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