

Community School of Naples

Curriculum Guide & Handbook

Upper School 2017-2018





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.

VISION

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

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 (Example: by forging notes, permission slips/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.

THE CSN SCHOLARS PROGRAM

INTRODUCTION

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 the junior year, and AP Research during the 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 two credits in Advanced Topics in Creative Studies, where students will create and perform in an 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 Seminar (1 credit)
 - Creative Writing Honors (1 credit)
 - AP 2D Design (1 credit)
 - AP Art History (1 credit)
 - Third year of Theatre, Orchestra, or Performance Band (1 credit)
 - Fourth year of Theatre, Orchestra, or Performance 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.

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

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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, U.S. Government, U.S. History), students must earn two credits from among the following:
 - AP Comparative Government (1 credit)
 - AP Economics (1 credit)
 - AP Human Geography (1 credit)
 - AP World History (1 credit) - if not taken for the World History requirement
 - East Asian Studies Honors (0.5 credit)
 - Latin American Studies Honors (0.5 credit)
 - World Religions Honors (0.5 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. Two alternatives are available:
 - Hosting a CSN International student for an entire school year.
 - Participating in a School Year Abroad (SYA) summer program.
- 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 either Chinese, French, or Spanish (students taking Latin are exempt from this requirement).
- 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 substantial portion

of the AP Research paper and presentation 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 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 five credits in the following Human Performance courses, which cannot count toward another graduation requirement:
 - Sports Management (10th Grade)
 - AP Seminar (11th Grade)
 - AP Research (12th Grade)
 - Anatomy and Physiology Honors (12th Grade)
 - AP Economics OR AP/Honors 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

THE CSN SCHOLARS PROGRAM

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 and technology 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:

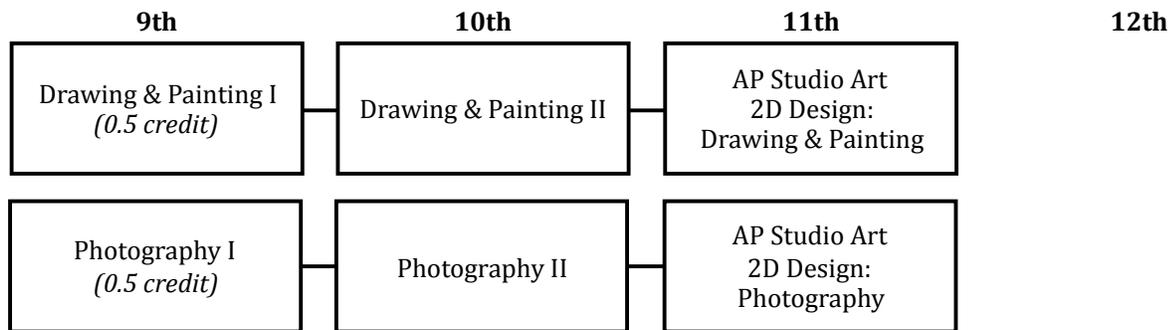
- Maintain a 4.0 weighted GPA in all STEM courses.
- During the summer after sophomore and/or junior year, participate in an approved, STEM-related internship, summer course, or community service opportunity.
- Complete the following core Science courses:
 - Biology Honors (or AP Biology if Biology was taken freshman year)
 - Chemistry Honors
 - Physics Honors or AP Physics 1
- Complete the following Technology 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)
 - Human Anatomy and Physiology Honors (1 credit)
 - Engineering I (0.5 credit)
 - Robotics I (0.5 credit)
 - Forensic Science Honors (0.5 credit)
 - Human Genetics Honors (0.5 credit)
- Regularly participate in at least one of the following STEM competition teams and/or clubs for at least three years:
 - Mu Alpha Theta
 - Environmental Club
 - Science National Honor Society
 - Robotics
 - Computer Programming Club
 - 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.

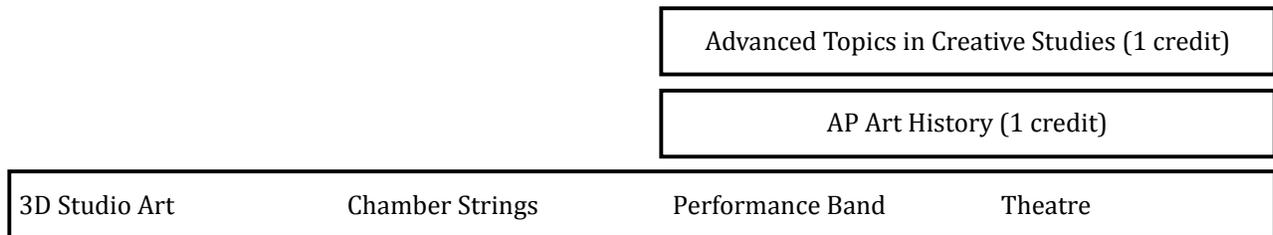
Any exceptions to the above requirements must be approved by the STEM Scholars Committee.

COURSE DESCRIPTIONS BY DEPARTMENT

Arts Department



Electives



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, whether through superior performance in English or several years of experience in Theatre, Orchestra, or Performance Band.*

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 to meld with the observable world. Historic and contemporary artists will be presented to establish a connection

COURSE DESCRIPTIONS BY DEPARTMENT

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*

3D Studio Art

This portfolio is intended to address sculptural issues. Design involves purposeful decision-making about using the elements and principles of art in an integrative way. In the 3D Design Portfolio, students are asked to demonstrate their understanding of design principles as they relate to the integration of depth and space, volume and surface. The principles of design (unity/variety, balance, emphasis, contrast, rhythm repetition, proportion/scale, figure/ground relationship) can be articulated through the visual elements (mass, volume, color/light, form, plane, line, texture). For the design portfolio, students are asked to demonstrate mastery of 3D design through any three-dimensional approach, including but not limited to figurative or nonfigurative sculpture, architectural models, jewelry, ceramics, installation, assemblage, and 3D fabric/fiber arts.

AP Art History

Students will study the history of art from its beginnings in the ancient world to its expression in our modern world. This is done through a visual analysis of painting, sculpture, and architecture as well as of the individuals and cultures that produced them. This course will teach students to understand a work of art within its historical context by examining issues such as religion, politics, patronage, gender, and function and by making connections between other disciplines. At the end of this course students will have acquired not only a visual literacy, but also the framework for a lifetime of looking at and enjoying art.

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.

Performance Band

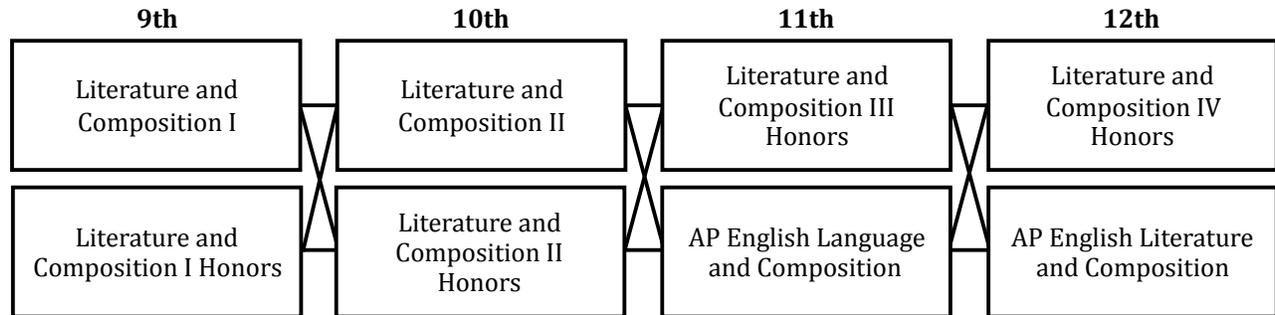
Modern Band focuses on rehearsing, arranging, and performing live for school and public engagements. Students learn to record demos. They also study the business of how a band works and functions at a professional level.

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.

COURSE DESCRIPTIONS BY DEPARTMENT

English Department Core Curriculum (4 credits required)



Electives



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 a 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 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*, Henrik Ibsen; *A Separate Peace*, John Knowles; *When the Emperor Was Divine*, Julie Otsuka; *The Catcher in the Rye*, J.D. Salinger; *The Sonnets*, William Shakespeare; *Old School*, Tobias Wolff; 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. The Honors class recognizes the need for extra challenges to prepare students for the most rigorous upper school courses, including a greater focus on analytical writing. A significant component of the Honors course will be a substantial research paper, along with more frequent and challenging reading and writing assignments.

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

COURSE DESCRIPTIONS BY DEPARTMENT

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: *The Awakening*, Kate Chopin; *One Flew Over the Cuckoo's Nest*, Ken Kesey; *The Crucible*, Arthur Miller; *1984*, George Orwell; *Haroun and the Sea of Stories*, Salman Rushdie; *Macbeth*, William Shakespeare; short fiction, nonfiction, and poetry (selection varies)

Literature And Composition IV Honors

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. Through ongoing reflection and creative development in writers' notebooks, they will have the freedom to write without parameters or expectations beyond "fill up the pages"—a fundamental component in building confidence, finding voice, and examining self. This informal writing will lead to the production of a number of formal pieces collected into a memoir portfolio. By studying the stylistic and structural choices made by published authors, students will be able to make informed choices regarding their own writing.

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: *Antigone*, Jean Anouilh; *Pride and Prejudice*, Jane Austen; *The Dirty Life*, Kristin Kimball; *The Poisonwood Bible*, Barbara Kingsolver; *The Color of Water*, James McBride; *Death of a Salesman*, Arthur Miller; *Song of Solomon*, Toni Morrison; *The Things They Carried*, Tim O'Brien; *King Lear*, William Shakespeare; short fiction, nonfiction, and poetry (selection varies).

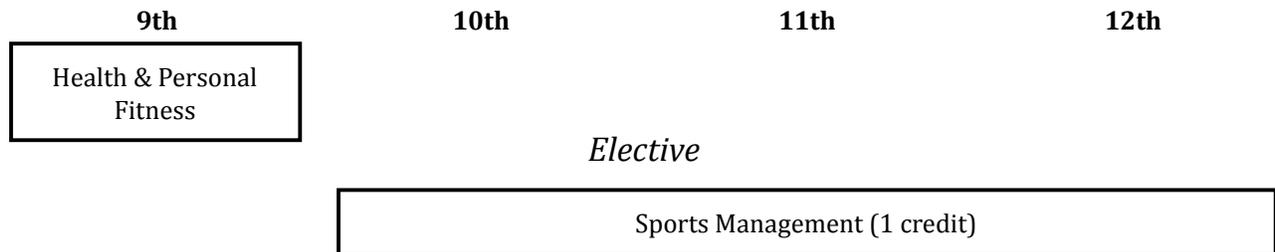
ELECTIVES

Creative Writing Honors

Students passionate about creative writing in all its forms will find their creative outlet in this course. Structured as a survey course, students will have units on poetry, short story, nonfiction journalism, plays, and screenplays. In each unit, students will both study classic examples of the genre and produce their own exemplar pieces, both individually and in groups.

COURSE DESCRIPTIONS BY DEPARTMENT

Health & Physical Education Department *Core Curriculum (1 credit required)*



HEALTH & PHYSICAL EDUCATION

Our mission is to promote lifelong learning through physical activity, exercise and sport, while supporting students in making health conscious decisions, meeting challenges, and participating in mentally positive behaviors. Building comprehensive health knowledge and skills in developmentally appropriate ways, we will prepare and empower students to value and engage in life-long healthy lifestyles, which will allow them to reach their fullest potential and assure they become productive responsible citizens. Our goal is to reduce risk behaviors and increase healthy habits, which will promote strong bonds between students and their families, schools and community.

Health & Personal Fitness

This is a required yearlong course aligned with the National Health Education Standards and the National Standards for Physical Education. The Health component of 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. The Personal Fitness component of this course assists students in assessing their fitness levels, designing personal exercise plans, and using equipment in our fitness center to develop and improve their levels of fitness. Students use body composition analyzers and heart rate monitors to measure and assess their fitness levels and activity.

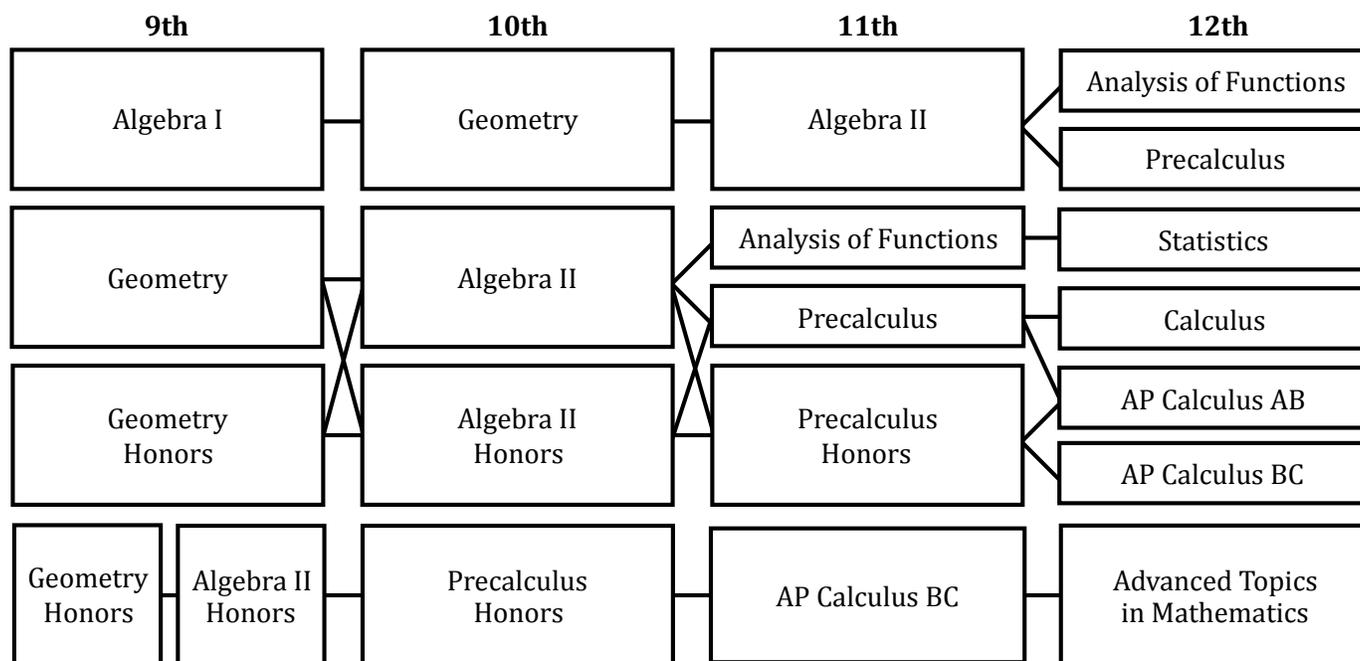
ELECTIVES

Sports Management

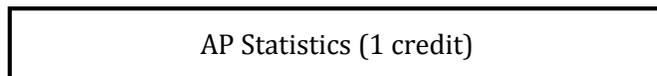
This course provides students with a survey of the wide variety of professions that are available in the human performance field. Each quarter, students will learn a different career path, both through lecture, course assignments, guest speakers, and internship opportunities. Some areas of focus could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

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.

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 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.*

COURSE DESCRIPTIONS BY DEPARTMENT

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.*

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. *Students must have completed Algebra II/Algebra II Honors before taking this course.*

Analysis of Functions, Statistics, And 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. *Students must be enrolled in or have taken Precalculus Honors or AP Calculus to take AP Statistics. College Prep 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. *Students may take this course only upon successful completion of Precalculus and recommendation by the Mathematics Department.*

AP Calculus AB & BC

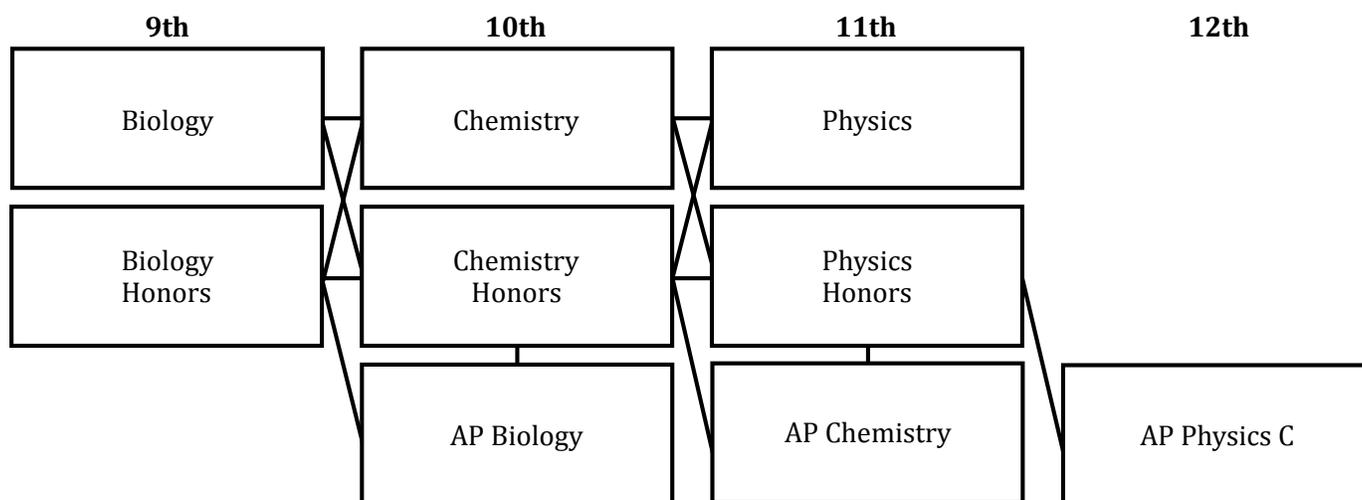
This course provides students with an understanding of the concepts of calculus and experience with its methods and applications. The course includes the study of elementary functions, properties of functions and their graphs, limits and continuity, differential calculus, and integral calculus. The BC 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. *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

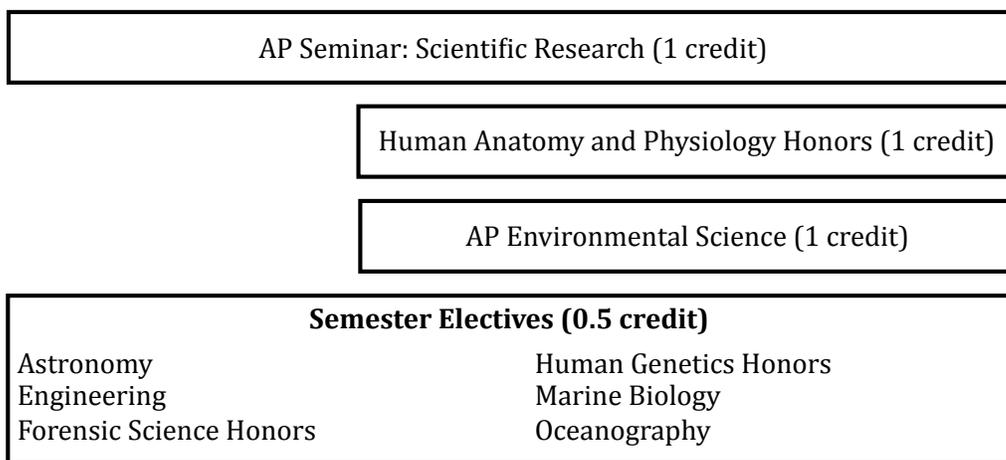
Advanced Topics in Mathematics is a post-AP math course for students who have successfully completed AP Calculus BC. First semester topics include, but are not limited to: differentiation applications, advanced integration techniques, rotating volumes, differential equations, infinite series, and vector 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. Well-equipped classrooms and technological innovations ensure that our students have numerous and applicable hands-on experiences. The Science Department course options provide students with opportunities to pursue their interests at appropriate levels of rigor, and this fosters 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

COURSE DESCRIPTIONS BY DEPARTMENT

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 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. *Prerequisite: Excellence in middle school science courses*

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. 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 Honors Chemistry requires a significant investment of time and effort. Problem-solving skills and critical thinking will be reinforced throughout the year. *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; and electrochemistry; nuclear as well as organic chemistry. To meet the rigorous curriculum of AP Chemistry as designated by the College Board, this course will begin at 7:30 A.M. each morning. *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, 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 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. *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

COURSE DESCRIPTIONS BY DEPARTMENT

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.

Human Anatomy & Physiology Honors

This full year honors level course will encompass a comprehensive study of human anatomy and physiology while simultaneously providing students with a pre-med focus, including academic rigor, clinical experience, laboratory exercises and guest speakers. Additionally, students will gain experience through SODOTO methodologies (See one, do one, teach one), during which time students will employ skills of observation, converging with actions and experience, culminating in practical knowledge that can be taught. After successful completion of this course, eligible students will be prepared to sit for the Florida State Certification test for Certified Nursing Assistant (CNA). *Prerequisite: Biology and Chemistry*

SEMESTER ELECTIVE COURSES

Astronomy

The subject of astronomy has fascinated individuals for many years. This introductory course will combine the observational aspects of astronomy with the topics of earth and the sky above, the history of astronomy, the exploration of the solar system, the nature and distribution of stars and galaxies, and cosmology. Eagerness to participate in a group learning experience, patience in the use of telescopes in the observational setting, teamwork, and Internet capabilities are a must for enrollment in this course.

Engineering

This course will cover general introductions to various types of engineering (Aerospace, Biomedical, Chemical, Computer, Civil, Electrical, Electronics, Environmental, Health and Safety, Industrial, Marine, Materials, Mechanical, Mining and Geological, Nuclear, and Petroleum). Four or more major projects will be selected from the various fields and will be completed by the students during the term. Some of the projects will be done individually while others will involve

group collaboration. *Prerequisite: Biology.*

Forensic Science Honors

This one semester course will provide students with hands-on activities related to the proper collection and preservation of physical evidence found at crime scenes. Students will learn the processes and procedures of criminal and death investigation from the crime scene to the crime lab and learn to independently analyze hair, fiber, fingerprints, blood, blood spatter, DNA and more. Students will be responsible during the semester to investigate mock crime scenes using a variety of techniques and deductive reasoning. The semester will culminate in a research presentation via conference style posters in which the student will be responsible for discussing the research they have conducted and knowledge gained throughout the term. *Co-requisite: Chemistry or higher.*

Human Genetics Honors

This course is an independent laboratory-based, hands-on program that allows students to be exposed to and experience a wide variety of scientific technologies that are employed in genetic research such as electrophoresis, spectrophotometry, proteomics, protein analysis, bacterial transformation, DNA analysis, BLAST (basic local alignment search tool for DNA sequences), ELISA (enzyme-linked immunosorbent assay), PCR (polymerase chain reaction for amplifying specific sequences of DNA or RNA) and CRISPR (clustered regularly interspaced short palindromic repeats used for gene editing). While performing these STEM activities, students will explore genetic topics related to human inheritance, pedigree charts, epigenetics, evolution, population studies, DNA profiling, health care and medicine, and global issues. *Prerequisite: Biology and Chemistry*

Marine Biology

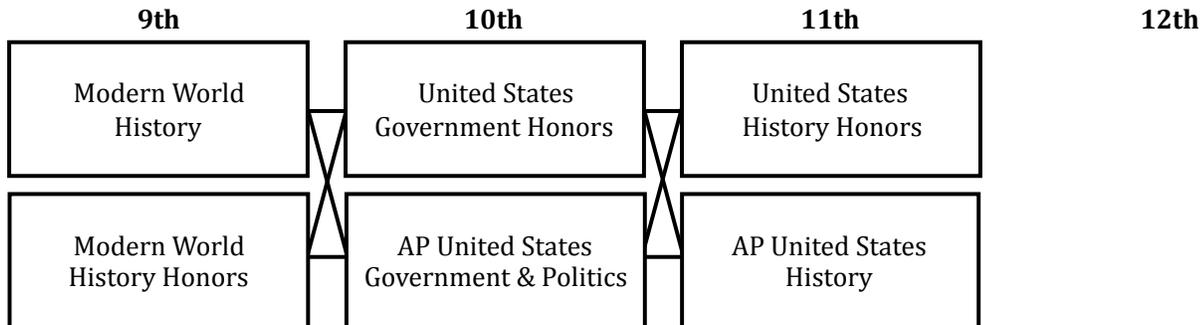
Students will investigate life forms in the Kingdoms Monera, Protista, Plantae, and Animalia. The anatomical structures and physiological function of marine organisms are discussed in detail thereby explaining their classification as well as their role in the oceans. This knowledge further enables students to understand how life has evolved and how these organisms can adapt and survive in their vast environment. Field trips to the mangroves, beaches and estuaries of SW Florida are an integral part of the course, as are laboratory investigations of representative marine organisms. *Prerequisite: Biology*

Oceanography

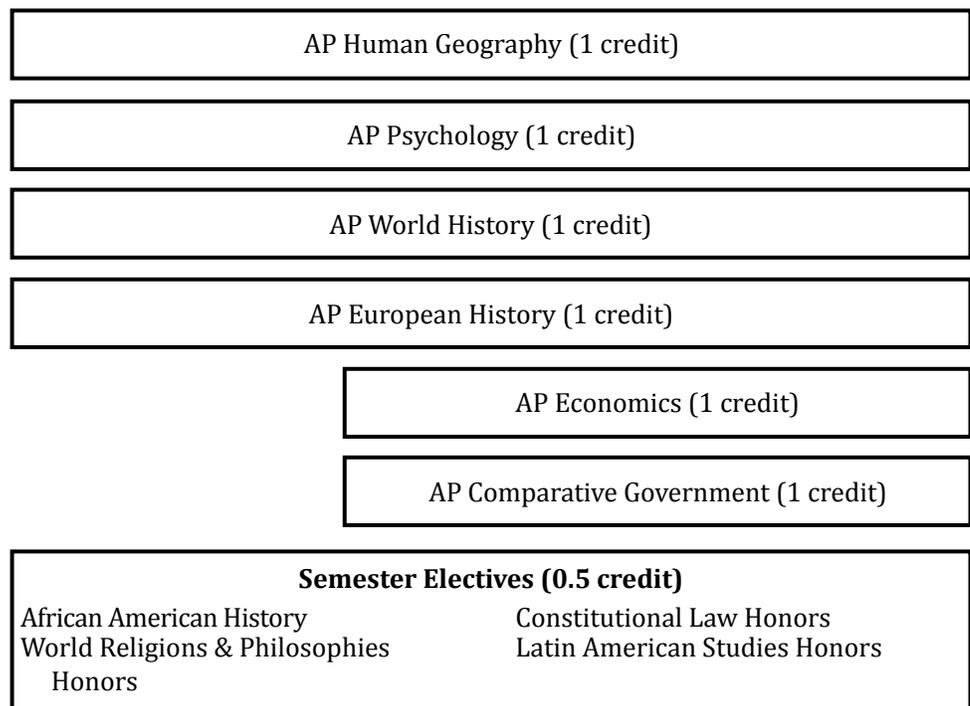
This is an introductory level course focusing on the chemical and physical properties of the ocean that influence, as well as, support the vast diversity of marine life that exists in the ocean. Chemical and physical topics studied include salinity, density, dissolved oxygen, pressure, energy, currents, winds, and tides, as well as, the Big Bang Theory and Plate Tectonics which assist in explaining the formation of ecological habitats and niches. *Prerequisite: Biology.*

COURSE DESCRIPTIONS BY DEPARTMENT

Social Sciences Department *Core Curriculum (3 credits required)*



Electives



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 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.

COURSE DESCRIPTIONS BY DEPARTMENT

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.*

United States Government Honors

This course explores origins of the U.S. government and the workings of our federal system. 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.

AP United States Government & Politics

This course involves the study of modern politics in the U.S. and requires students to examine the kind of government established by the Constitution paying particular attention to federalism and the separation of powers. This college level course covers the following areas: constitutional underpinnings of democracy; political beliefs and behaviors of individuals; political parties and interest groups; the Congress, the presidency, the bureaucracy, and the federal courts; institutions and policy processes; and civil liberties and civil rights.

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.

AP ELECTIVES

AP Comparative Government & Politics

This course focuses on the government and politics of six core countries around the world. It provides a theoretical framework to compare political systems of the various nations. The student will gain an understanding of the political complexities of the global scene. This is a college-level course with extensive reading assignments.

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

The AP European History course focuses on developing students’ understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; and individual and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

AP Human Geography

The aim of the AP Human Geography course is to provide the student with a learning experience equivalent to that obtained in most college introductory human geography courses. The purpose of the AP course in Human Geography is to introduce 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 human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. This course prepares students for the AP Exam by taking a thematic approach to global geopolitical issues.

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

COURSE DESCRIPTIONS BY DEPARTMENT

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.*

SEMESTER ELECTIVES

African American History

This semester-long course analyzes the history of African Americans from the end of the civil war to the present. Topics covered will include: reconstruction, the nadir of race relations, African Americans in WWII, the New Deal, *Brown v. Board*, the Modern Civil Rights Movement, classic black literature (WEB Dubois and Carter Woodson). The class will include extensive use of primary sources and will focus on class discussion and participation. *One Semester.*

Constitutional Law Honors

This course is offered to students with an interest in examining the impact of judicial decisions make to contemporary American life. It is the goal of this course for students to examine a wide variety of past and current legal issues. Students will be expected to research, report and/or debate legal issues, interview current legal professionals, and write legal briefs/opinions regarding current constitutional issues.

Participants will be expected to participate in on major project during the course of the semester. A variety of opportunities such as participation in competitive Mock Trial or Moot Court programs are suggested projects. There will be a research element to this course.

One Semester.

Latin American Studies Honors

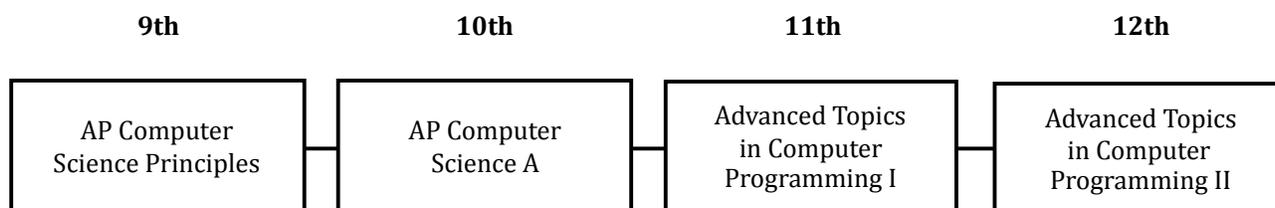
Latin American Studies examines the historical, political, economic, and cultural experiences and achievements of the modern countries located in this region of the world. Topics include economic development, ethnic and racial identity, religion, revolution, democracy, transitional justice, and the rule of law. The course is designed to provide a balanced curriculum in the history, culture, and society of Latin America for students wishing a broader perspective than is usually available through a typical language or world history course. From the rich variety of offerings within and across departments, there is a wide range of possibilities to suit the interests of students. Students will develop global perspectives, enabling them to gain a greater understanding of both the opportunities and challenges facing Latin American nations in the 21st century. They will also explore relationships with the United States, thus leading to important cultural comparisons and connections to their own community. The course will be taught in English but Spanish language students will have the opportunity for enrichment through authentic language resources as appropriate. *One Semester.*

World Religions & Philosophies Honors

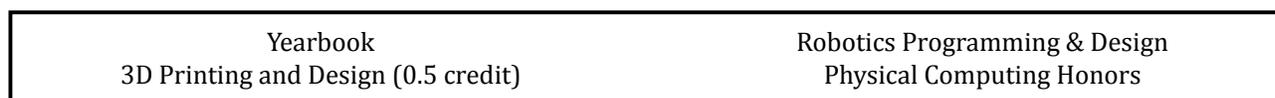
This course will provide a clear and concise introduction to the major world religions and philosophies. Students will learn about the people, places, and practices shaping today's events that will include the study of western religions including Zoroastrianism, Judaism, Christianity, and Islam. It will also focus on the development of the eastern religions of Hinduism, Buddhism, Daoism, Confucianism, Sikhism and Shinto. Additionally, the study of world religions will be from an approach that considers three fundamental features of religion: theoretical, practical and sociological. *One Semester.*

COURSE DESCRIPTIONS BY DEPARTMENT

Technology Department



Additional Technology Courses



TECHNOLOGY

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. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems.

Advanced Topics in Computer Programming I & II

This is a college level course in computer science specifically designed to teach students to create applications for the iOS operating system using the Swift programming language. Topics include Machine Learning, Artificial Intelligence, and game design.. *Prerequisite: AP Computer Science A and teacher recommendation.*

Physical Computing Honors

“Physical computing is about creating a conversation between the physical world and the virtual world of the computer” (O’Sullivan 2004). Students will design and build devices that can sense and interact with the physical/analog world. Projects utilize microcontrollers (e.g. Arduino, Raspberry Pi) along with sensors and software to control motors, servos, lighting or other hardware. Applications vary including interactive art or solving problems such as helping blind people navigate

their daily world. This is a project-based course requiring a substantial commitment of time in the workshop/lab at school. Student projects must be prepared for submission a well-recognized competition such as the Intel International Science and Engineering Fair.

Prerequisite: AP Computer Science and teacher recommendation

Robotics Programming and Design

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. Requirement for earning Honors-level credit: completed or concurrently enrolled in an AP-level Computer Science course; member of the CSN Robotics Team; and demonstrated progress on student’s own Individual Development Plan (IDP). *Prerequisite: teacher recommendation & some programming or robotics background preferred*

3D Printing and Design

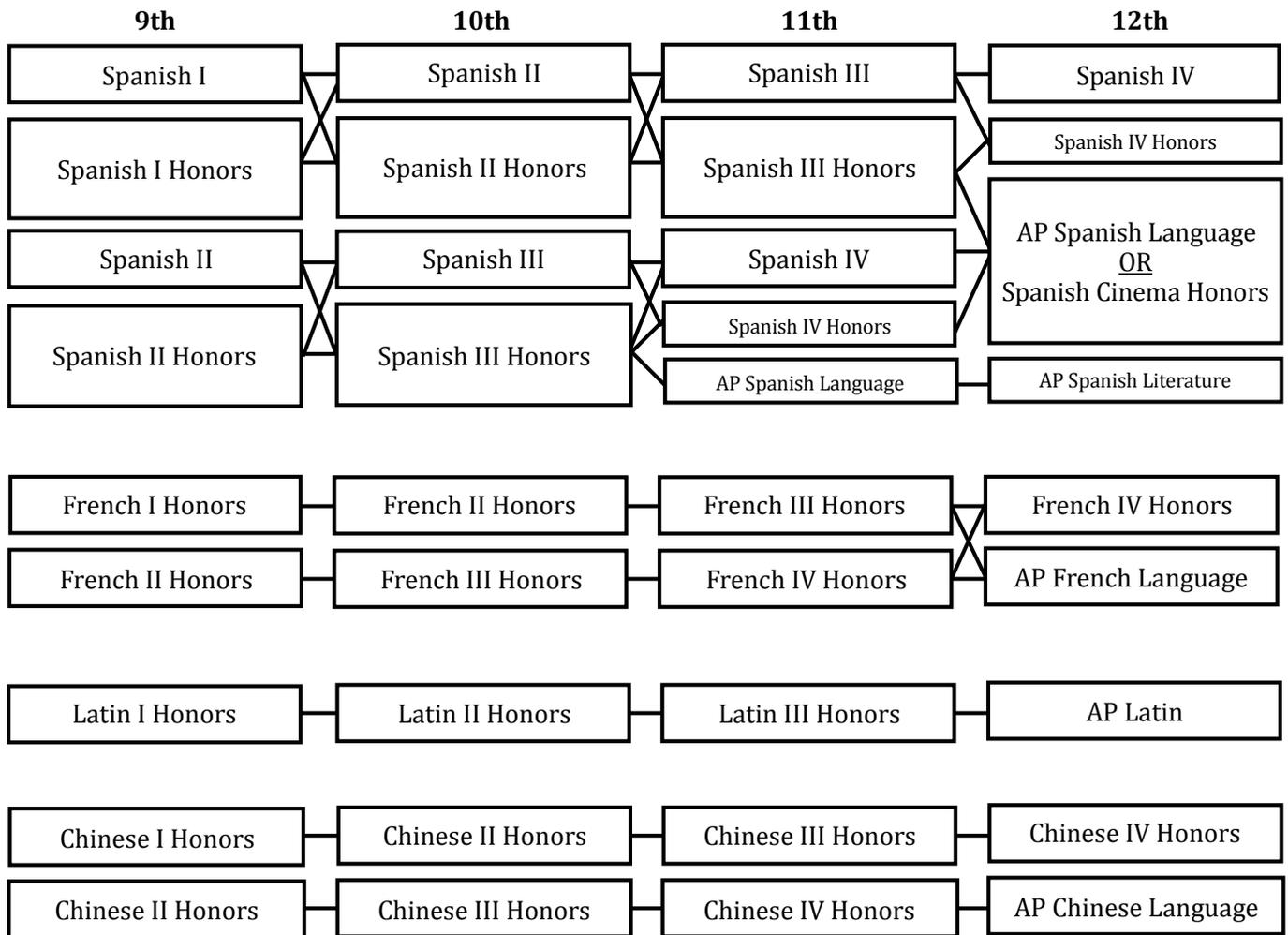
Explore Engineering Design with a focus on 3D printing. Students are exposed to the design process, analysis and technical documentation. Students use 3D solid modeling design software to help them create models to be featured/shared on well-known design websites. In addition, each student will design a 3D-printed object as part of an art, science, or engineering competition. *One Semester. Prerequisite: None.*

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. 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.

COURSE DESCRIPTIONS BY DEPARTMENT

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



Electives

Conversational Spanish (1 credit)

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. Additionally 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 with and make comparisons to 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% of the time in their instruction and that students be encouraged and required to communicate in the language

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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 language and cultural proficiency.

Currently CSN offers full programs of modern language study in Spanish and French, from the entry levels, where initiates acquire language structures, to the third level and beyond, where students apply language communication to topical studies in themes of everyday life, global issues, literature, and civilization. The Chinese program constitutes a third option in modern language study. Furthermore, students may study Latin in conjunction with or in lieu of modern languages.

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 in the three modes of communication, not by grade level. In honors classes the linear progression of the course is extended, and the students are taught at an accelerated pace with more cognitively challenging strategies. Advanced Placement courses provide students with rigorous instruction and therefore, are intended for juniors and seniors. To access honors classes, and most particularly AP courses, students must have teacher recommendations based on past performance and proficiency level. Students must possess academic maturity and a strong work ethic, and they must demonstrate exceptional talent for world language learning. In addition, students may be asked by the language department to sit for a placement test.

For rising ninth graders who began language studies prior to Upper School classes, students are placed in classes as warranted by placement examination results, teacher recommendations, and standardized testing. CSN reserves the right to place students according to the judgment of the Upper School academic department and the Dean of Academic Affairs.

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 be introduced Hanzi (Simplified Chinese characters) later on. 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 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

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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.

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 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

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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.

Students will be prepared to take the AP French Language and Culture exam in May and should be successful in any university placement test.

Advanced Topics in Modern French Literature

This course familiarizes advanced-level students with the diversity of francophone literature embraced by countries throughout five continents. Students discover the traditions, customs, the soul and sensitivity of societies that share a common language but whose ways of expression remain unique. Genuine and unabridged sources advise students of the richness and innovative quality comprising this international language. Inspired by the genres of fiction, biography, novel and film, students discuss, analyze and interpret themes and characters, and realize contributing cultural factors. The universal and real subject matter treats beliefs, relationships, love, pain, loss, education, the scarcity of natural resources, and endangered species. Students use their reading, listening, writing and speaking skills to understand, debate, and support their point of view. As a direct result of the course, students enhance and refine their analytical and argumentative skills in both spoken and written French.

Latin I Honors

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.

In Latin I, students are introduced to the language of the ancient Romans through a combination of grammar, reading comprehension, and verbal/oral exercises. 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 continue to learn all the characteristics of nouns and verbs in Latin 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 complete their grammar study of the Latin language. They are introduced to the continuing tradition of the Latin language as it was used in Medieval Europe by some of the most notable scholars. Students alternate reading medieval and classical Latin while they solidify their understanding of the language.

AP Latin

The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Virgil'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 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 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

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

Spanish IV

This fourth year Spanish course is designed to further students' interpretive and interpersonal and presentational communication skills in the Spanish language and Hispanic culture. Emphasis is placed on interpersonal communication about current and past intercultural global events with a focus on Hispanic countries and cultures. Students will make natural connections and comparisons to their own community as they follow a thematic approach to communication. Students increase their reading and listening skills through authentic articles and videos on a full array of topics and increase their written and oral communicative skills through written analysis and discussion of these topics. As with the honors course, 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. Although this could be the final year of language study, students who display appropriate growth toward proficiency needed

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for advanced placement may be able to continue to AP Language and Culture with teacher recommendation.

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.

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.

Students will be prepared to take the AP Spanish Language and Culture exam in May and should be successful in any university placement test.

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.

ELECTIVE

Conversational Spanish

Students face a variety of real-life situations within the context of various Hispanic cultures. Students face specific tasks within a variety of cultural situations. Through proper preparation with vocabulary, key phrases, questioning technique, understanding social and cultural perspectives and cues, rehearsal, and practice in a variety of activities, students gain confidence and competence in completing each task. The student should be able to repeat the task, or a similar task without rehearsal at any time throughout the year to demonstrate authentic proficiency in Spanish. Their ability to sustain a given proficiency level in Spanish will identify their progress.

This course sets as a goal for each student to increase his/her oral/aural proficiency level from Novice to Intermediate based on the "Performance Indicators" and the "Can Do" statements for Interpersonal Speaking, Presentational Speaking, and Interpretive Listening/Reading as adopted by ACTFL.

Students who have taken Spanish I or II but not ready for the subsequent year may take this course by invitation only, based on ACTFL proficiency results.

CO-CURRICULAR ACTIVITIES

CO-CURRICULAR ACTIVITIES

The 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. Any student interested in creating a new club or co-curricular activity that's not listed here should see the Director of Student Activities.

COMPUTER SCIENCE

Programming Club

The CSN Programming Club prepares students to compete at statewide programming competitions. Weekly meeting introduce various algorithms and practice solving problems from past competitions. Students traditionally compete at two ACM sponsored events and at Mu Alpha Theta contests.

CROSS-DISCIPLINE

The Academic 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 Mathematics, Science, History, Geography, Current Events, Grammar, Literature, Spanish, or French Language, to Art and Music. The Academic Team participates in two types of competitions: the Collier County competitions which includes three practice events, a junior varsity tournament and a varsity tournament (televised), and the Lee County A-Team Challenge (televised), which consist of a series of round-robin eliminations among thirty or more high schools within southwest Florida.

ENGLISH

Publications Club

The editorial staff of Publications Club regularly produces a polished, responsible newspaper and a powerful literary magazine that reflect, inform, and enliven the CSN community. Students will write engaging and thought-provoking stories for a variety of purposes, such as news, sports, features, cultures, opinions, and other genres. They will also develop incisive literary and artistic judgment as they evaluate blind and solicited submissions of poetry, fiction, creative non-fiction, photography, and art, and learn how to put together an accomplished literary journal. Students will work as a team to set and meet deadlines; revise, polish, proof, and edit articles for print; and ultimately produce an 8-12 page paper six times a year, a 16-20 page literary magazine twice a year, and online versions of each.

MATH & SCIENCE

Ecology Club

This service-oriented club is open to all students interested in protecting and conserving our natural environment. The goal of the ecology club is to increase environmental awareness among students, faculty, and staff by articulating a clear mission on environmental practices on and off campus. Some activities include creating a web link outlining current and past activities, monitoring the recycling of paper, glass, and books in all classrooms, and organizing local beach clean up days.

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 held on one day every week. 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.

STEM Club

The STEM Club (Science, Technology, Engineering and Math) is a fun way for all students interested in areas of STEM to engage these interests more deeply through club projects, individual and team research, and guest speakers. According to the U.S. Department of Commerce (July, 2011), STEM careers are expected to grow by 17% by 2018, compared to non-STEM careers' growth of 9.8% in the same time frame. The STEM Club affords students the opportunity to explore these professions and inspires them to pursue a career in one of these fields.

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 both adults and 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 begins in December.

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.

CO-CURRICULAR ACTIVITIES

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.

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 two conferences, the Harvard Model UN (January) and the SWFLAMUN, held on the campus of FGCU (March). 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 every Thursday during break, plans and participates in a variety of service activities in the community throughout the year.

Patriot's Club

The mission of this club is to promote awareness, assistance, and appreciation for those who are or have served in the United States Armed Service as well as honoring our First Responders, Law Enforcement, Firefighters & Paramedics. This club will help to build and strengthen our relationship within the community, close the gap between younger and older generations, and reinforce being an active and informed citizen in our home, school and community. Some of the activities members will be involved in are organizing and collecting donations for a care package campaign, setting up and assisting with assemblies, speaking engagements within our school and community, holiday specific displays, learning about the jobs more in depth of Veterans and First Responders, creating backpacks for Wounded Warriors, visiting and delivering backpacks/goodies to warriors in the VA Hospital, and other important activities to honor and support those who serve.

Seahawk Student Ambassadors Club

The Seahawk Student 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.

S.M.I.L.E. Club

Students Making an Impact Lovingly Everyday is a group that seeks to create a positive, comfortable environment for all students through active community building and “random acts of kindness.” We do a lot of work behind the scenes, whether we are decorating the Upper School for holidays, or performing anonymous acts of kindness. Through activities such as these, SMILE hopes to continue to foster an atmosphere of tolerance, acceptance, and fun on campus.

WORLD LANGUAGES & CULTURES

French Team

Annually, thirty students from five different levels of French represent CSN at the state competition in Orlando. At Congr s, 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. Practice for Congr s occurs at lunch on Fridays. Students are expected to practice at least once a week for every event in which they participate.

Spanish Culture and Conversation Club (Tertulia)

The Spanish Culture and Conversation Club meets every other Friday during lunch. Any level Spanish student is invited to bring their lunch to “charlar” or chat in Spanish (this is a strict rule of the club) with friends and classmates on a variety of topics but most of all over current events or cultural topics in the Hispanic world. Special Hispanic meal luncheons will be planned and consumed, various latino dance moves will be learned, of course while listening to the m sica t pica that accompanies the dance, and other cultural, hands-on realia will be displayed in a “show-and-tell” fashion. An “open mike” format allows students to present information they learned, a poem/song they wrote, or any other Spanish language endeavor they wish to pursue. The goal is to have fun practicing the Spanish language while engaging in Hispanic culture.

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And Handbook
2017-2018**



COMMUNITY SCHOOL
of Naples

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