

Community School of Naples

Curriculum Guide & Handbook

Upper School 2017-2018





VISION

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

MISSION STATEMENT

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

CORE VALUES

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

EDUCATIONAL PHILOSOPHY

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

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

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

COMMUNITY SCHOOL OF NAPLES

UPPER SCHOOL HONOR CODE

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

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

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

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

- Lying verbally to a faculty member, administrator, school employee or an adult in authority
- Lying in writing (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.

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FOREWORD

Academic Policies & Curriculum Guide

This Curriculum Guide & Handbook is designed to help students and their parents understand the academic offerings, graduation requirements, and policies of Community School of Naples Upper School. In the Choosing Your Curriculum section on the following pages, administrators have assembled a common sense guide that offers practical and philosophical advice as students plan their course of studies in Upper School. Of course, any plan is likely to change during a four year journey, but the advice offered is sound and worth considering. CSN's curriculum and diploma requirements seek to balance breadth of exposure and in-depth pursuit of a student's strongest interests. Advanced work in most areas is facilitated by access to Advanced Placement courses, and in some instances, courses beyond AP.

Course descriptions at the end of this document are sorted by department. Read them carefully, as new courses have been added and others removed from the previous guide. The faculty make every attempt to include all courses that will be offered in a particular school year, but understand that some courses may not have sufficient enrollment to be included in the curriculum every year. Any announced course for which the enrollment is deemed insufficient may be withdrawn.

Student/Parent Handbook

This Student/Parent Handbook is designed to help you make the best of what Community School has to offer, and it is designed to help avoid misunderstandings. Please read it with care; we encourage each family to review it together. Although Community School encourages the development of individual talents and respects the right of every student to his or her own opinion, the Student/Parent Handbook serves as a guide and sets a standard for what is expected of you as a member of the CSN community. There are commonly accepted standards of behavior and communication and you will find these standards in this handbook. It is assumed that you will read them, understand them, and, by your presence in the school, intend to maintain them. We expect each member of the community to embrace the spirit as well as the letter of the school rules and policies. Good will and good faith must be the basis of our relationship with each other.

Rules and expectations simply impose limits; they do not define mature behavior. Respect for other people, honesty, and courtesy are fundamental standards in which the school believes and that are expected of everyone. These, coupled with an attitude of cooperation and mutual understanding, make for an enjoyable and creative community life. This is what we want for everyone. We trust that you will do your part in making this a reality. It is our hope not only that you will learn much while at Community School, but also that you will make friends, grow in spirit as well as in wisdom, and enjoy yourself.

Like any good school, Community School is always evolving. Teachers experiment with new curricula, and the administration may modify programs to suit the needs and interests of an ever-changing student body. Every year the Upper School Student/Parent Handbook is reviewed and revised to reflect those changes. So even if you're a returning Community School student or parent, we encourage you to peruse this handbook again. The care that goes into creating and editing the handbook reflects the thoughtfulness and creative thinking that goes into designing the entire upper school program.

WHERE TO GO FOR HELP

TOPIC	UPPER SCHOOL CONTACT	EXTENSION
Absent or Tardy	Ms. Julie Bleh	#198
Academic Probation	Mr. Brooks Fleming	#140
Academic Programs & Curriculum	Mr. Brooks Fleming	#140
Admissions	Ms. Tricia Helenbolt	#205
Athletics	Col. Bart Weiss	#216
Calling in Sick	Ms. Julie Bleh	#198
Discipline Actions	Mr. Rich Lewton	#192
Financial Aid	Mr. Brian McWhirter	#227
Locker Assignments	Mr. Rich Lewton	#192
My BackPack Questions	Mr. Brooks Fleming	#140
Student Parking Decals	Mr. Rich Lewton	#192
Personal Concerns	Ms. Toni Rhodes	#202
School Nurse	Ms. Rita Touma	#220
Educational Concerns	Mr. Brooks Fleming	#140
Schedule Questions	Mr. Brooks Fleming	#140
Sign in/Sign Out a Student	Ms. Julie Bleh	#198
Student Activities	Ms. Jill Rochette	#163
Student Records/Transcripts	Ms. Peggy Rovins	#165
College Counseling	Ms. Peggy Rovins	#165
College Counseling	Ms. Diana Martin	#184
Technology	Dr. Vivienne Carr	#221
Head of Upper School	Dr. Eric Johnson	#464

UPPER SCHOOL CONTACT INFORMATION

NAME	POSITION	CONTACT INFORMATION
Dr. Eric Johnson	Head of Upper School	ejohnson@communityschoolnaples.org
Mr. Brooks Fleming	Dean of Academics	bffleming@communityschoolnaples.org
Mr. Rich Lewton	Dean of Students	rl Lewton@communityschoolnaples.org
Ms. Peggy Rovins	Director of College Counseling	provins@communityschoolnaples.org
Ms. Diana Martin	College Counseling	dmartin@communityschoolnaples.org
Ms. Julie Bleh	US Administrative Assistant	jbleh@communityschoolnaples.org

ACADEMIC INFORMATION & POLICIES

ACADEMIC INFORMATION & POLICIES

Choosing Your Curriculum

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

If you're just entering ninth grade, you will find that most of your curriculum is prescribed: you will be enrolled in English, World History, Mathematics, World Languages and Cultures, Biology, and Health. Typically, ninth graders have six of their classes predetermined. Most ninth grade students enroll in seven classes, allowing them the chance to select an art or computer science elective. This might be in an area you already know you love, or is a good opportunity to explore new directions.

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

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

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

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

Diploma Requirements

Art/Computer Science Electives

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

English

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

Social Sciences

Three Credits, including: Modern World History, Modern World History Honors, or AP World History; US Government Honors or AP US Government & Politics; United States History Honors or AP US History.

Mathematics

Four Credits earned during grades 9-12.

Health and Physical Education

One Credit.

Science

Three Credits: including Biology or Biology Honors, Chemistry or Chemistry Honors; Physics, Physics Honors, or AP Physics C.

World Languages & Cultures

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

Community Service

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

Graduation Honors

A student must be in residence at Community School of Naples for all four years of upper school to be Salutatorian or Valedictorian.

Meeting Diploma Requirements

In keeping with CSN's commitment to academic excellence, students are required to maintain a challenging course load.

- **Ninth Grade:** 5 academic core courses plus Health. Ninth graders may take 1 elective course. We recommend that course be an art and/or computer science elective.
- **Tenth Grade:** 5 academic core courses plus 1 or 2 electives.
- **Eleventh Grade:** 5 academic core courses plus 1 or 2 electives.
- **Twelfth Grade:** 5 academic core courses plus 1 or 2 electives.

The number of students in any course may be limited. Any announced course for which the enrollment is deemed insufficient may be withdrawn. All Upper School students are expected to complete a minimum of 25 hours per year of community service. An Upper

ACADEMIC INFORMATION & POLICIES

School mathematics or world language course taken in the CSN Middle School will be recorded at the bottom of the transcript but will not be included in the cumulative GPA.

Honors and AP Course Placement

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

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

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

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

Add/Drop Policy

Students may drop a course no later than the end of the second week of classes. Courses dropped in accordance with this policy will not be included on the student's transcript. A decision to add a course must be made during the first two weeks of class meetings. The student is responsible for making up all missed work. Students dropping a course after the first two weeks will be considered Withdrawn and will receive a "W" on their transcripts.

Upper School Testing Policy

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

AP Exams

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

Academic Recognition

High Honor Roll

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

Honor Roll

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

Grading Scale

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

CSN Lifer Award

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

Grade Point Average

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

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

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

Incomplete Policy

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

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

If the required work is not completed by the final deadline, the temporary grade of I will become whatever the standing grade was at the end of the quarter, with all missing assignments and tests given zeroes. Students who receive a grade of Incomplete are automatically ineligible for the Honor Role in that quarter. This exclusion applies only for the quarter in which the Incomplete was received.

NCAA Requirements

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

Interim Reports

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

Academic Status

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

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

Eligibility for Athletic Activities

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

Parent Conferences

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

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

Student Records and Information

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

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

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

Advisory Program

Each student in the Upper School has a faculty advisor, who will serve as the student's advocate, guide, and mentor. Students meet with their advisor daily and are encouraged to seek their advisor's

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

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Good Citizen Agreement

Students are expected and required to abide by the laws Florida, the United States, and the rules and regulations of Community School of Naples; to conduct themselves in accordance with the accepted standards of social behavior; to respect the rights of others; and to refrain from any conduct that tends to obstruct the work of Community School of Naples, or to be injurious to the welfare of the school. A student who violates these general standards of conduct may be subject to disciplinary action, which could include a warning or even suspension or dismissal. These school rules are established to ensure a safe, orderly, and morally-centered environment for learning. The school expects parental support and cooperation.

CSN students represent the school at all times, both on and off campus, at school-sponsored and non-school functions. As such, students' conduct may be viewed as a reflection of the school. Each student is expected to be honorable, trustworthy, polite, and considerate.

By enrolling at Community School of Naples, each student agrees to abide by the school's rules, and all parents agree to support the following school policies:

- I agree that my academic development is my first priority.
- I understand and fully agree with the basic rules of the honor code.
- I will not lie, cheat, steal, plagiarize, willfully destroy property, or mentally or physically harass another.
- I understand that because a student's actions and general conduct off campus may reflect directly upon the school, the school reserves the right to dismiss any student who's off-campus actions brings public discredit to Community School.
- I shall take great pride in being a constructive and positive citizen of Community School of Naples.

A healthy balance between the assertion of individual interests and the maintenance of community values and standards must exist in all activities. The school and the family share the task of creating the right balance between freedom and responsibility in the development of mature young people. In order to avoid misunderstanding, this section of the handbook is intended to clarify the school's expectations.

The school does not seek jurisdiction in the private lives of its students except when, in the opinion of the Head of School, a student's private behavior compromises the welfare or safety of other CSN students or damages the reputation of the school.

Parents & Independent Schools

To be successful, independent schools need and expect the cooperation of parents. Parents must understand and embrace the school's mission, share its core values, and fully support its curriculum, faculty, and staff. When joined by a common set of

beliefs and purposes, the independent school and its parents form a powerful team with far-reaching, positive effects on both students and the entire community. Working together, parents, faculty, and staff help to keep a child academically focused; they also help the student to mature by modeling relationships based upon civility, honesty, and respect.

Parents & Board of Trustees

In independent schools, decision-making authority at the highest level resides in a volunteer Board of Trustees. The Board focuses on three areas critical to the success of any independent school: it selects, evaluates, and supports the head of school, to whom it delegates authority to manage the school; it develops broad institutional policies that guide the head in running the school; and it is accountable for the financial well-being of the school. In the conduct of its official business, the Board acts only as a whole. Individual trustees, including the Board chair, have no authority to act unless specifically authorized to do so by the Board acting as a whole. Parents can best support a school climate of trust and respect by communicating concerns openly and constructively to the teacher or administrator closest to the problem. Parents with concerns about the school or with decisions made by the administration or faculty are asked to follow the school's review process.

Parents & Faculty/Administration

Parents play an essential and positive role in the life of an independent school. Not only are parents advocates for their children, they also support the faculty and administration through extensive volunteer activities and events. The relationship between parents and the faculty and administration is formally governed by the school's enrollment contract and divisional student handbook. When parents choose to enroll their child in an independent school, they agree to subscribe to its mission, follow its rules, and abide by its decisions. Trust and mutual respect are the most essential underpinnings of effective working relationships between parents and school employees.

It is expected that all members of the community—students, faculty, staff, and parents—support the Community School Mission Statement, the Honor Code, and Vision Statement.

The School believes that a positive and constructive working relationship between the School and parent is essential to the fulfillment of the School's educational purpose. If a parent's (or other family member's) behavior, communications, or interactions on or off-campus (including school-sponsored events) is disruptive, intimidating, overly aggressive, reflects a loss of confidence or serious disagreement with the School's policies, methods of instruction, discipline, or otherwise seriously interferes with the School's safety procedures, responsibilities, or accomplishment of its education purpose or program, the School reserves the right to dismiss the family from the community. In addition, the school reserves the right to place restrictions on parent or family member involvement or activity at school, on school property, or at school-related events.

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Parent and School Partnership

Community School emphasizes high academic achievement, good study habits, and positive character development. We set high standards for each child with whom we work, and then give support to enable him or her to meet these expectations. We expect our students throughout their years at CSN to achieve success in becoming self-motivated and assuming responsibility for their actions. At Community School, we value an atmosphere of genuine respect and courtesy between student and student, adult and student, and adult and adult. It is understood that tuition covers only 80% of the School's operating cost, which means that the School needs to exercise tight fiscal responsibility, including running a balanced budget, collecting tuition payments in a timely fashion, and asking for annual and capital donations as well as volunteer efforts.

In partnership, we mutually agree to:

1. Promote the Community School mission statement.
2. Treat all members of Community School with respect and civility.
3. Support a home environment that encourages the development of positive learning attitudes and habits including consistent, on-time arrival, regular sleeping routines, and disciplined access to electronic media.
4. Create a culture of mutual respect and high academic expectations.
5. Resolve conflicts and questions in the spirit of partnership and objectivity and assume that there are at least two sides to every disagreement.
6. Respect the school's responsibilities to do what is best for the entire community and for the promulgation of itself as an educational institution.
7. Respect the confidentiality of all aspects of the student's experience, including grades, assessments, and the experiences of his or her peers.
8. Communicate effectively, efficiently and truthfully with each other about all aspects of the students' experience.
9. Nurture all students towards an evolving and developmentally appropriate independence.

Fundraising Activities

This policy is intended as a guide for those who wish to engage in fundraising support of Community School of Naples or as a part of Community School of Naples.

The School's Advancement Office includes a team of professional fundraisers who are engaged in raising private philanthropic support for the School from a variety of sources including parents, alumni, grandparents, parents of alumni, friends, foundations and corporations to meet specific funding priorities as identified by the Head of School, the Advancement Committee of the Board of Trustees, and the Board of Trustees. These school-wide fundraising events are critical to the overall financial structure of CSN and must take priority and be recognized as necessary to the functioning of

the School. The funding priorities are: Annual Fund for Excellence; financial aid for students, faculty growth and development, and capital projects.

The School's relationship with its parents, alumni, grandparents, parents of alumni, and special friends is extremely important to the success of the fundraising program. In order to minimize multiple approaches to these individuals, the Advancement Office monitors and approves all activities that involve philanthropy.

It is the intent of CSN to promote philanthropy throughout the community. In an effort to recognize that there are numerous ways for individuals to get involved in the community with and without the direct involvement of CSN, it is important to make sure that such opportunities do not put an unrealistic or undue burden on CSN families.

With the above in mind, the following guidelines need to be followed:

- All fundraising events on the CSN campus or which involve approaching CSN families and constituents must be approved by the Advancement Office
- Fundraising events conducted or led by individuals (administrators, faculty, students, staff) for non-profit organizations other than CSN are discouraged
- Fundraising events conducted by the student body as a whole or the faculty as a whole must be reviewed and approved by the Advancement Office

Community School Regulations

Community School of Naples assumes that its students enter the school with a serious purpose and that conscience and good sense are sufficient guides to behavior. The school expects honesty from its students. The faculty intends to develop among students a sense of responsibility for personal conduct and for the well-being of the larger community. To that end, the school encourages freedom, within reasonable limitations, and enforces rules defining them, which are necessary to maintain relative freedom for all.

Morning Procedures

All students are to be in their first period class no later than 8:00 a.m. Students arriving after 8:00 a.m. will be considered unexcused unless administration receives correspondence from a parent by 8:30 a.m. Following two verbal warnings, each subsequent unexcused tardy to school will result in the issuance of a detention.

Please note that a tardy to any class (excused or unexcused), by more than 10 minutes, will be documented as an absence to that class.

Food Delivery

Neither parent nor student are permitted to contact outside food services (i.e. Jimmy Johns, Jets Pizza, Panera Bread, etc) for the purpose of arranging for food delivery to CSN campus.

Leaving Campus

Freshman, sophomores, and juniors are not allowed to leave campus during the school day except with permission from a parent. Parents wishing to “call their child out” are to contact Julie Bleh (x198) prior to the requested time of early dismissal. Seniors may leave campus with restrictions (see next section).

Senior Off-Campus Privileges

At an appropriate time to be announced by the administrative team, seniors in good academic and behavioral standing will have the privilege of leaving campus one time per day during either a free period or lunch. For seniors to maintain this privilege they must:

- Submit a completed and signed parental consent form and return it to the US Dean of Students.
- Sign out in the US Office prior to leaving campus and sign back in when/if returning to campus.
- Be in good academic standing. This requires that all grades from the previous quarter and semester be at the “C” level or higher. Students failing to fulfill this requirement will lose off-campus privileges for the entire quarter that follows.

If there is a special schedule, such as for Buddy Day or a guest speaker, seniors may not be able to leave campus. Seniors may lose their off-campus privilege due to the following infractions:

- Excessive absences from required appointments such as assemblies and class meetings.
- Arriving late to school (excused or unexcused) will be considered the use of senior off-campus privileges for that day.
- Failure to sign back into campus upon return from being off campus will result in the loss of senior privileges for the next three school days.
- Food purchased off-campus, while using off-campus privilege, may not be brought back to CSN campus.

Open Campus

Students have the benefit of open campus privilege during their free periods and at lunchtime. Open campus allows students to use any area of the Upper School campus, Student Union, and LMA, as long as they do not disrupt any programs. All other areas of campus, including but not limited to, the Field House, Middle School, and Lower School are only available under faculty supervision.

Pets On Campus

Due to the fact that people have varying sensitivities, fears and allergies to animals, pets are not allowed on campus (with the exception of seeing-eye dogs).

Extended Testing Time

Standardized Testing

Standardized tests may be taken with extended time by students with various documented disabilities only if they have had a recently completed (no older than five years old) psychoeducational evaluation

that specifically states the need for extra time. If so, students will be approved for and are expected to regularly use the extended time in CSN classroom assessments.

If you believe you might qualify for accommodations please contact the Dean of Academics, Mr. Brooks Fleming (x140). It is recommended that you allow 3 months from the time of submission for a decision from the testing agency to certify your need for extended time. Educational Testing Service (PSAT, SAT, Subject Tests, AP) sets very specific requirements for documentation. Almost all approved students are allowed only 50% extended time. Unlimited testing time is not allowed. For the ACT, we must submit the complete psychoeducational evaluation, and they determine if and how much additional time a student may receive.

Please note: It is the student’s (and family’s) responsibility to ensure that all documentation has been submitted by the deadline to qualify for any accommodations on standardized tests. These organizations have very strict protocols for granting accommodations, and special exceptions or requests are never accepted. CSN is here to assist however necessary, but the final responsibility lies with the student and family.

CSN Testing

For a student to be granted extended time in the Upper School, the school must have a copy of a current (not more than five years old) psychoeducational evaluation recommending extra time.

Community Service Requirement

In keeping with the school’s mission to prepare students to become responsible, productive citizens, the upper school program includes a service component that works to foster a greater concern and sense of responsibility for the quality of life in the community. Students’ exposure to and participation in the various offerings of both on and off campus projects allow them to earn the 100 hours required for graduation from CSN, as well as meet the requirements for Bright Future Scholarship Program. It is the hope that through this exposure to different opportunities, students will find a volunteer position that is both interesting and rewarding and that students will realize the value of one’s contribution to the community.

For every year students are members of the Upper School, students must complete 25 hours of service. Students may arrange their own projects and/or participate in those offered through the school. A list of opportunities is available in the Student Activities Office. All hours must be completed by June 15. Failure to do so will result in placement in detention the following school year until all hours are completed. To be eligible for graduation, seniors must complete and document their community service hours by May 1.

Upper School Dress Code

The primary objective of the dress code is to create an atmosphere that complements the educational atmosphere at CSN. We believe that the expectations we have for our students are reflected in our

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standards for academic performance, behavior, and dress. The School's daily dress code must be worn throughout the day from 8:00 a.m. until 3:15 p.m.

Acceptable Dress for Gentlemen

- Male students must wear collared shirts with sleeves every day. Collared shirts must be polo style, rugby style, or oxford style with buttons.
- Male students have the choice of wearing shorts, jeans, or khaki pants. Boxer shorts or undergarment may not be exposed.
- Male students can wear casual or dress shoes. Certain activities (i.e. science labs) may require special footwear. In such instances students must follow the directions of the teacher.

Acceptable Dress for Ladies

- Female students must wear collared shirts. Collared shirts must be polo style, rugby style, or oxford style with buttons. Shirts must be buttoned up.
- Female students have the choice of wearing pants, capri pants, jeans, skirts, or shorts. Skirts and shorts should be of an appropriate length.
- Female students can wear casual or dress shoes. Certain activities (i.e. science labs) may require special footwear. In such instances students must follow the directions of the teacher.

Unacceptable Dress

- Athletic pants, shorts, sweatpants, warm-ups or other gym clothes, including designer brands made of terry cloth or velour, are not permitted.
- Spandex (i.e. Lu Lu Lemon, Under Armor), leggings, ski pants, yoga pants or similar "clinging" clothing is not permitted.
- None of the aforementioned clothing may have holes, paint, fraying, fringe, ragged edges or patches.
- Suggestive or other inappropriate writing, including shirts advertising alcohol/tobacco products, those promoting drugs/drug paraphernalia, ones with sexual connotations are not permitted.
- Shirts may be worn untucked with no midriff exposure throughout normal range of motion. All shirts must comfortably cover the waistline of the pants, shorts, or skirts being worn.
- Tank tops, spaghetti straps, low cut, scoop, or v-neck tops, sheer see-through tops/bottoms, or halter-tops are not permitted.
- Changing of hair to unnatural shades, such as pink or green is not permitted.
- No board shorts or other swimwear.
- Bandanas, hats including baseball caps, visors, pocket chains, dog collars, and the like are not permitted.
- Camouflage shorts/pants are not permitted.

Note: the above list of prohibited dress and accessories is not all-inclusive. Any articles and/or accessories deemed to be inappropriate and/or a distraction to the educational atmosphere will be prohibited.

"Spirit Day" Dress – on such designated days students may wear:

- T-shirts or shirts that specifically promote a recognized CSN team, club etc. (i.e.: not just a plain blue t-shirt).

Consequences for Dress Code Violations

Students in violation of the dress code (as determined by administration) will be sent to the Office of the Dean of Students. At that time they will be asked to either call home for a delivery of clothes OR will be sent to the campus bookstore to purchase (charged to the parents) clothes that conform to the dress code. Students will not be permitted to return to class until they are properly dressed. An absence to class due to violation of the dress code will count toward the maximum permissible number of missed classes (see section on Excessive Absenteeism).

Driving and Parking at School

Parents who wish to have their child drive to school must sign a release form indicating their permission for the child to do so. Student drivers must register their vehicles with the Dean of Students. The Dean of Students will issue students a CSN parking sticker, which must be displayed in the registered car. Driving is a privilege at CSN, and as such, those privileges may be suspended as a result of parking infractions; reckless use of vehicles on campus, including driving the wrong way on one way streets, exceeding the posted speed limit, passing another moving vehicle, driving over fields, or violation of the school's code of conduct. If a student's driving privileges are suspended, CSN expects parents and students to respect the school's decision and make alternate arrangements for the student's travel to and from school.

Students with a registered vehicle will park on a "first come, first serve" basis in the Field House parking lot. They may only park in those spaces designated for students. Students may not park in areas designated for faculty or handicapped drivers. No parking is allowed along either of the drop-off/pick-up lanes. These are fire lanes. Violators are subject to ticketing by the Sheriff's department.

Use of Car Service (Uber, Lyft)

Students or parents wishing to use a car service may do so with the understanding that such vehicles will not be permitted on campus (i.e. beyond the gatehouse). More specifically:

- Students arriving to school via a car service will be dropped off at the gate. If available, Public Safety will transport the student from that point to the field house. Students should allow extra time to arrive to their first period class by 8 a.m.
- Students leaving campus using a car service must have parental permission. The parent must contact the front office (x 198) to inform administration that a car service will be picking up his/her child. Upon receiving parental authorization, a pass will be prepared for the student. The student must come by the front office, sign out and pick up the pass. If available, Public Safety will transport the student from the front office to the gatehouse.

Search Policy for the Parking Lot

By entering the school grounds, the person in charge of any vehicle consents to search of the vehicle by school officials or police officers. Search may include passenger compartment, engine compartment, trunk, and all containers, locked and unlocked, in or on the vehicle.

Locker Distribution and Use

Each student is issued a locker and lock. Although locking the locker between classes is recommended, locking the locker at the end of the school day is mandatory. Students failing to lock their locker risk loss or theft of their possessions. Students are not permitted to write on lockers or change lockers without the permission of the US Dean of Students. At the end of the school year students are required to return their locks to their advisor, and remove all contents and/or modifications (i.e. shelving unit, etc)

Valuables

It is recommended that students not bring valuables or large amounts of money to school. All belongings should be kept in locked lockers or on the student's person. Books and book bags should not be left on paths and walkways. The school does not assume or accept responsibility for loss of or damage to personal property.

Health and Medical

(As directed by School Nurse)

Physicals and Immunizations

Florida statute 1003.22 requires that each child initially entering a public or private school present documentation of a physical exam performed within one year prior to enrollment. Immunizations are also mandated by the Florida Department of Public Health and must be provided prior to the first day of school for all students. Immunizations must be on Form D680 and signed by a doctor or printable by the school from the Florida Shots web site. Exemptions must be on Form DH681 and signed by a Health Department Administrator or Designee.

If your child wakes up sick on a school day

Please call the school prior to 8:30 a.m. and let the office know of your child's absence on each day your child will not attend school. Please do not send your child to school with a bad cold or the flu. Students may not return to school until 24 hours without:

- Fever (or any fever reducing medications such as Tylenol/Advil).
- Nausea, vomiting or diarrhea (and tolerating a normal diet)
- Receiving prescription medication (ex. antibiotics, eye ointments)

Medical/Health Condition & Injuries

The school nurse must be informed if your child has any medical or health condition (ex. Diabetes, life threatening allergies, asthma, etc.). The school nurse develops individual health care plans for children with medical conditions and can discuss any necessary plans or accommodations with the child's teachers. If your child has been hospitalized, has surgery, is diagnosed with a concussion, or sustains

an injury requiring the use of crutches/splint/brace/cast while in school, please inform the nurse BEFORE the child returns to school. A note from the doctor may be required.

If your child should become ill during the school day

The school nurse is not equipped to care long-term for children with fevers, vomiting, or diarrhea. If a student is observed to be ill, or complains of illness, the teacher will send the student to the Nurse's Office. Parents will be called if the nurse deems appropriate. If a student is unable to attend class due to an injury or illness, a parent or designated responsible guardian should be available to pick the child up within 30 minutes from the time the nurse notifies the parent/guardian. The student must be symptom free for 24 hours (off all fever reducing medications) before returning to school.

If your child has a contagious illness

Please call the school and notify the nurse immediately if your child is diagnosed with conjunctivitis (pink eye), strep throat, head lice, chicken pox, Fifth's disease, the flu, respiratory infection, impetigo, staph infection, rash, or any other infectious type illness. The child may not return to school until free of symptoms for 24 hours. Please have your child's health care provider sign a note approving the student's return to school.

Medical Emergencies

In addition to our school nurse, many staff members are trained in CPR/AED and First Aid. In an emergency, all efforts will be made to contact a student's parent or guardian. If necessary, children will be transported by ambulance to the closest hospital.

Medication

No over the counter medication may be given by school personnel without the signed permission of a parent or guardian. In addition, prescription medication will require the signed permission from the parent or guardian and a Florida licensed physician.

All medications must be brought to the nurse's office by the parent or guardian in the original current container or prescription bottle. By Florida school regulations, we must dispose of any medications that are received in anything other than the original, current container or prescription bottle. Pharmacists are usually more than willing to divide a prescription between two bottles. No medication of any type may be sent to school in a student's possession. However, if a student must carry an Epi-Pen for severe allergies or an inhaler for asthma with him/her at all times, a letter from a doctor is required. Students with diabetes utilizing the insulin pump should communicate their individual circumstances with the nurse.

Emergency Weather Closing

In the event of bad weather or flooding, Community School of Naples follows the Collier County Public School's Emergency Plan for school cancellation. Parents should listen to the local radio stations for announcements and instructions.

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Student Behavior Not Previously Covered

Any action on the part of a student that would jeopardize the health, safety, welfare of our school community, not previously cited, may result in that student being removed, suspended, or dismissed.

Attendance Policy

Statement of Policy

The classroom is the core of the school learning experience. We strongly discourage parents from enabling their children to miss classes for arbitrary reasons. When a student misses class, he or she misses a planned progression of subject information as well as the conceptual process of learning new material. We feel strongly that each student contributes to the learning experience of the entire class, and their absence impedes this process.

Daily attendance is absolutely essential to assure a quality learning environment, and students are expected to meet their required appointments punctually. Required appointments include classes, assemblies, athletic practice, rehearsals, community service trips, scheduled meetings with the faculty and administrators, etc. Students who miss an appointment will be considered an unexcused absence and if absences accumulate, the student will appear before the Citizenship Committee.

Teachers are expected to report classroom attendance to the Dean's Office on a daily basis. A teacher may not excuse an individual student for non-academic purposes from any part of a scheduled class. Tardiness to an appointment, which is reported at the teacher's prerogative, is counted as an absence.

Excused Absences

Any legitimate absence from school is considered a personal excused absence. An excused absence results from a student missing a school commitment, and examples include, but are not limited to: confirmed illness, a death in the family, a confirmed court date, medical appointments, and driver's tests.

Students who have an appointment or obligation during the school day are required to bring to the upper school office prior to 8:00 a.m. a note (or email) signed by a parent or guardian, requesting permission for the student to miss part of the school day. The correspondence should explain the necessity of the appointment or obligation. The school assumes that parents and students realize the importance of keeping to a minimum any appointments that may interrupt the academic day. Students are required to sign out and back in if they are returning to school.

Students anticipating a conflict with any scheduled school appointment should see their adviser and then consult with the Dean of Students regarding how to arrange the absence.

Unexcused Absences

Unexcused absences fall into the following categories:

- If a student is to be absent from or late to school, parents or

guardians are expected to call Ms. Bleh (x198) by 8:30 a.m. and communicate a valid reason, including proper documentation, for the student's absence(s). If no valid reason or documentation is provided within two school days, the student will be considered to have skipped class and the proper disciplinary consequence will be administered, including receiving zeros for all work assigned during the absence(s).

- If a student is found guilty, by the Dean of Students, of skipping class.
- If a student is tardy to class by 10 or more minutes without a legitimate reason (i.e. pass from previous class). Such a lateness will be documented as an absence from class.
- If a student is found to have violated the CSN Dress Code and has missed class time.

School-Related Absences

A school-related absence is defined as an absence during which a student misses one or more classes for reasons that are pre-arranged and approved by the Administrative Team prior to the absence or a personal absence. Examples of school related absences include, but are not limited to:

- Academic Competitions/Conferences
- FHSAA Sanctioned Athletic Competitions
- School-sponsored field trips
- Observing a Traditional Religious Holiday

College Campus Visit

By faculty decision, students who are in good academic and disciplinary standing, are permitted to miss a set number of class days per year for the purpose of traveling to and visiting colleges. **Seniors are permitted five class days per year, and second-semester juniors are permitted three class days per year.** The student must obtain a Pre-arranged Absence Approval form and submit this completed form to the Dean of Students prior to the visit. Students must also obtain the required (Verification of College/University Campus Visit) form from their college counselor, complete the form, and return it to their counselor upon completion of their visit. Additional days for required scholarship interviews and orientation programs for students accepted by a college will be handled on a case by case basis. All college days must be taken on or before May 1. Students who are admitted through an Early Decision or Early Action program will not be allowed to miss a class for a college visit subsequent to their acceptance unless they receive an invitation to an on-campus program for admitted students. In such a situation, students must submit a copy of their invitation and/or a description of the program to the College Counseling Office and Dean's Office in order to obtain the necessary permission

Excessive Absenteeism

Because of the critical importance of classroom attendance in terms of promoting academic success, the school expects that students will meet all commitments and meetings. Students who are absent an excessive amount of time will jeopardize their grade(s) and/or credit in a class or classes.

The school considers ten (10) or more absences per semester per class to be excessive. Excessive absences from a class (excused or unexcused) other than a school-related absence (see previous section) during the course of a semester **will result in an automatic grade reduction of one level** (i.e. A to B, B- to C-). The grade will be further reduced as follows for each additional five (5) absences in a given class per semester: B+ to B, B to B-. An appeal may be made to the Attendance Review Committee for extenuating circumstances, such as a prolonged documented illness. Medical documentation verifying an illness should be received no later than 48 hours after the student returns to school healthy.

Parents are *strongly urged* to consider this policy when planning medical appointments, extended vacations, participation in non-CSN athletic events/tournaments, etc.

Tardiness

Please note that being tardy to any class (excused or unexcused), by 10 minutes or more, will be documented as an absence to that class. Such absences will count toward the maximum total permitted (per class, per semester). See previous section on Excessive Absenteeism.

Extracurricular Activities

Students must be on campus for at least four class periods (or the entire day on a noon dismissal) to participate in any extracurricular activities. This includes athletics, academic competitions, and performing arts.

Makeup Policy

Students who have been absent are expected to make up tests, quizzes, class and homework within a reasonable amount of time. Students who neglect their makeup work can expect an academic penalty.

Health Leave Policy

Community School of Naples has developed a Health Leave Policy to support and facilitate families obtaining care for their children while aiming to minimize long-term consequences to their child's academic standing. If a student reaches a point where s/he has missed 20% of any or all classes because of a health-related issue, an end-of-quarter or semester review will be required to determine whether a health leave should be initiated. If the staff involved in the review anticipates that a health leave will extend beyond three weeks, a determination will be made about the likelihood of the student's being able to return to school with work completed for the academic year. Return from a health leave is contingent on agreement of the school and recommendation of the health care provider. The school will also determine what portion of the missed academic work has been made up, and the student's status upon return.

Extended Parent Absence

Parents or guardians on an extended absence from the home will need to leave emergency contact information with the Dean of Students. This information will include the length of absence and the name and contact number(s) of those responsible for the student's care during parent absence.

STUDENT CONDUCT AND DISCIPLINE

The principle that students can learn from their mistakes and should be given the opportunity to do so forms the framework of consequences for social misconduct. Students will be disciplined with compassion, appropriate speed, and the intent to rehabilitate. Disciplinary action will be fair and effective based on clearly stated behavioral expectations and consequences. The school's rules and the consequences and procedures for their violation will be disseminated and applied consistently to ensure that consequences are predictable. The Dean of Students is in charge of administering the discipline policy of the school. In making decisions concerning discipline, the individual student and his/her problems will be given full consideration in terms of his/her action on the total school environment. Students will be handled in an equitable and unbiased manner that is fair to all. All resources available to the school through the community will be employed to assist the student with his or her problem. It should be kept in mind that Community School is an independent school and not subject to the same rules as public schools. The discipline system is not intended to be a "trial" as contemplated by a court system, and rules of evidence do not apply.

Minor Infractions

The Dean of Students will determine student culpability for minor infractions. A minor infraction is defined as an action or behavior that, while not serious, violates a school rule. A pattern of minor infractions may lead to a major disciplinary action. Minor infractions include, but are not limited to, the following:

- Being excessively tardy (3 per quarter) to any class.
- Failing to lock student locker at the end of the school day.
- Participating in a school-related event or activity after failing to attend a class or classes on the day of the event or activity.
- Using profanity or other inappropriate language.
- Causing disruption with electronic devices, such as a personal audio device, electronic games, or cell phone.
- Being disruptive or disrespectful in a class or other school activity.
- Parking in an unauthorized location.
- Using an unauthorized cell phone or texting during class. Please note that the use of a cell phone during an in-class assessment is considered a major infraction (see next section).
- Parking on campus without authorization (i.e. no permit)
- Failing to be on time for any school obligation.
- Behaving inappropriately or displaying excessive affection.
- Failing to sign out when leaving school or signing in when returning to school.
- Failing to submit the proper form for a planned absence.
- Failing to notify teachers when missing a class for a school-related activity.

Major Infractions

When a major violation is reported, the Dean of Students will conduct an investigation. If the investigation determines that a serious violation did in fact occur, the Dean of Students will promptly call a meeting of the Citizenship Committee and establish a date, time, and place for the hearing. The Dean of Students will contact the student's

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parents and inform them about the incident, the accusations made against the student, the procedures for the Citizenship Committee hearing, and the date, time, and place of the hearing.

The student, parents and/or one advocate for the student will come to the Upper School Office at the time of the committee hearing. The Citizenship Committee consists of the Dean of Students who is the facilitator and a non-voting member. The voting members of the Citizenship Committee include one faculty member and six students. On some occasions other faculty members or students may be called to attend when their presence would be helpful or necessary to represent fully and fairly the facts in the case. Student, parents, and the advocate will each speak with the members of the Citizenship Committee about the incident. Committee members will ask any questions about the incident during the meeting. After hearing from everyone involved in the case, the Citizenship Committee will deliberate.

If it is found that the student has indeed violated CSN Code of Conduct, the Citizenship Committee will make their recommendations to the Dean of Students and the Head of Upper School. The Head of Upper School will make the final decision. The Dean of Students will inform the parents and student of the recommendations of the Citizenship Committee within one day of the hearing. In such cases involving expulsion, an appeal will be granted to the Headmaster.

Major offenses include, but are not limited to, the following:

- Violating the Good Citizenship Agreement
- Plagiarizing any assignment
- Leaving campus without permission
- Skipping class
- Failing to follow faculty instruction
- Improperly operating a motor vehicle on campus
- Willfully disobeying or disrespecting a faculty or staff member
- Harassing and/or Sexual Harassment
- Cyber-bullying
- Hazing
- Fighting or physical aggression which includes but is not limited to hitting, kicking, pushing, or any other act of physical aggression, intimidation, or fighting
- Retaliating and making false charges: any form of retaliation, including, but not limited to, any form of intimidation, threats, reprisal, false accusations, or harassment is in itself a violation of this policy and will be treated accordingly. Similarly, if a member of the community knowingly brings false charges of sexual harassment against another, that too, will be considered a violation of this policy and will be treated accordingly.
- Possessing unsafe objects: In order to insure the safety of our students, CSN does not allow students to place themselves or others in danger through their actions or possessions. Possession of weapons or dangerous devices is forbidden. This includes but is not limited to the following: guns, ammunition, knives, air rifles, slingshots, paint ball guns, razors, chemical irritants (i.e.

pepper spray), box cutters, and other similar devices. Carrying a replica or facsimile of any of the above would also be considered a major disciplinary offense.

- Acting with reckless endangerment: Students may not engage in dangerous pranks or activities that pose a threat to them or other members of the community.
- Using or possessing cigarettes, electronic (“vapor”) cigarettes, or any other form of tobacco.
- Violating CSN’s Substance Abuse Policy (see page 19)
- Violating fire regulations: Using a lighted flame on campus or illegally pulling a fire alarm.
- Stealing or vandalism.
- Altering official records.
- Tampering with computers (see page 19).
- Repeatedly disregarding school rules.
- Unauthorized publicizing and distributing of materials.
- Forgery
- Possession of a cell phone during an in-class assessment (i.e. test, quiz) unless specifically allowed by the teacher.

Note: Any criminal or morally inappropriate or offensive behavior, irrespective of where or when such behavior occurred, is subject to discipline in the discretion of the School.

Cases involving substance abuse may include as part of the decision a requirement that the student and parents meet with an off-campus substance abuse professional to assess the problem and to offer recommendations for treatment.

In cases of particularly egregious misconduct, the Head of the Upper School and Head of School have the authority to act unilaterally and immediately for the benefit of the school. In all cases, the decision of the Head of School will be final and not subject to further review.

Detention

Detention will be assigned (with advance notice) on Thursday afternoons from 3:20 p.m. to 4:20 p.m. This will be a time of silent reflection. The use of electronics (i.e. phones) is not permitted.

Participation in an after-school activity (athletics, theater, etc.) does not excuse the student from attending detention. However, upon written request from a parent, a student’s detention can be moved to another date. Such a courtesy will be extended once per quarter.

In-School Suspension (ISS)

A student assigned to in-school suspension is prohibited from participating in any extracurricular activities for the day(s) assigned. Absences from classes while in ISS do not count toward the maximum number of absences permitted per class, per semester. See section on Excessive Absences.

Reporting Discipline to Post-Secondary Institutions

Colleges and universities rely on college counselors to provide a comprehensive and honest appraisal of our students and expect to

be notified by secondary schools of serious disciplinary actions taken against applicants. Community School of Naples maintains and benefits from relationships with colleges and universities based on mutual trust and honesty. As members of the National Association for College Admission Counseling, our college counselors are expected to adhere to the Statement of Principles of Good Practice. Community School of Naples will, as a matter of policy, report to colleges and universities all major infractions (including academic dishonesty) and disciplinary actions taken throughout grades nine through twelve. Although Community School of Naples does not report minor disciplinary infractions a student may incur, it does report infractions serious enough to warrant a student's appearance before the Citizenship Committee. In addition, NACAC's Statement of Principles of Good Practice states that, even after students submit initial applications, secondary schools must "report any significant changes in candidates' academic status or qualifications, including personal conduct record, between the time of recommendation and graduation." Community School of Naples will report this information to all colleges where decisions are pending or admission has been offered.

Students must also be honest with colleges about disciplinary history throughout grades nine through twelve. If the infraction occurs after applications have been submitted or after admission has been offered, the student should make contact with the colleges and provide to them a written explanation of the incident and the consequences. Community School of Naples will follow up with the colleges within ten calendar days from the disciplinary decision. In all cases, students should consult with the college counselors, who will work closely with students who need to write these explanations to colleges. Students should provide to the college counseling office a copy of any and all written statements that they send to colleges disclosing their disciplinary record.

Substance Abuse Policy

Statement of Policy

Community School of Naples strongly believes that alcohol and drug use is a threat to the well being of our students and a highly disruptive and dangerous element on campus. Community School's alcohol and drug policy governs students when they are:

- On campus or in the immediate vicinity, as described in the Drug-Free School Zone Law (below), before, during and after the school day.
- During school-sponsored trips, meetings, performances and games, regardless of location, and any travel to and from Community School in connection with these events.
- While attending dances, plays, social events and athletic events held at and/or sponsored by other schools.
- During off-campus privilege for seniors.
- The school reserves the right, with "reasonable suspicion," to search at any time lockers, vehicles, classrooms, persons, clothing and other possessions.

Drug-Free School Zone

Florida Statute 893.13(e) Drug Free School Zone Law states: It is

unlawful for any person to sell, purchase, manufacture, or deliver a controlled substance in, on, or within 1,000 feet of the real property comprising a public or private elementary, middle, secondary school, junior college, community college, college or university. Any person guilty of such an act will be sentenced to a minimum term of imprisonment of 3 calendar years and shall not be eligible for parole or statutory gain-time prior to serving such minimum sentence.

Florida State Laws

Both students and parents are reminded that they must obey both state and federal laws. In cases where a student's private behavior constitutes a first degree misdemeanor or felony, as defined by the State of Florida, whether or not the student is arrested or convicted, he or she may be subject to suspension, expulsion, or revocation of the enrollment contract. The laws of the state of Florida provide that:

- ... It is illegal to serve alcoholic beverages to minors (under age 21.) Florida Statute 562.11
- ... An adult may be arrested for allowing a party at which drugs or alcohol are possessed or consumed by a minor. Florida Statute 856.015
- ... An adult who furnishes alcohol to a minor has aided and abetted in the commission of a misdemeanor and is therefore criminally liable as a principal in the first degree. Florida Statute 562.111 and 777.011
- ... An adult who serves alcohol to a person under 18 may be criminally liable for contributing to the delinquency of a minor. Florida Statute 827.04 (3)

Specific Violations

Any student found to have used, consumed or been in possession of drugs, related paraphernalia or alcoholic beverages while under the jurisdiction of Community School is guilty of a major offense of CSN Code of Conduct.

Any student found to have remained in the company of another student who was clearly using, consuming, distributing, selling or possessing drugs or alcoholic beverages while under the jurisdiction of CSN, may also be in violation of the school's drug and alcohol policy.

Any CSN student found guilty of any offense involving the sale and/or distribution of drugs whether on or off campus may be immediately dismissed.

Evaluations And Treatment

With offenses involving drugs and/or alcohol, in addition to any disciplinary action that may be taken, the student may be required to have a drug and/or alcohol evaluation at the expense of the parents. Results of this evaluation must be shared with a representative of CSN before the student will be permitted to re-enter the school. In the event that a professional evaluation concludes that treatment and/or random drug testing is appropriate, CSN may require as a condition of continued enrollment that the student comply with the requirements of the program.

UPPER SCHOOL HANDBOOK

Early Intervention

CSN believes that early intervention is critical in prevention and treatment of drug and alcohol problems. If a student or his or her family recognizes an ongoing problem with drugs and/or alcohol and brings this to the attention of the school before evidence of use or abuse has been identified by a representative of CSN, the school will attempt to support the student's continuing education at the school. This support may include advising the student to undergo professional evaluation and treatment based upon the evaluation. Such a student who subsequently violates the school's drug and alcohol policy retains the privilege of whatever confidentiality the school has been able to provide for previous conduct but is not immune from the school's disciplinary response to the student's subsequent conduct.

Partnership Between School And Home

Consistent with CSN's value of community and concern for others, we believe that there are instances in which social gatherings beyond the school call for our attention and response. While it is not our intention to replace parental responsibility for and guidance of the actions of students, we feel that we would not be fulfilling our school's mission if we did not communicate with parents and express our concerns.

Parents should be present at all parties. Parents are legally responsible for the health and safety of children they entertain and should feel neither guilty nor embarrassed about establishing their own house rules and insisting that they are respected. Parents and guests should not hesitate to call if they are unsure about the presence of chaperones at a party, and hosts should respect such a call as a legitimate expression of concern and support for children. Students, for their part, should understand that they are guests and behave accordingly.

TECHNOLOGY

Cell Phone Use

The use of cell phones is permitted on campus with the following exceptions: during detention, break meetings and any other required appointments. The use of cell phones in a class is only allowed under the direction of the teacher. It is each student's responsibility to demonstrate respect for others and insure that their cell phone does not interfere, interrupt or distract at any school meeting or function. Students may not have access to cell phones during classroom and/or standardized testing (i.e. ACT, SAT, AP, Final Exams)

Devices With Built-In Camera Devices

- Camera devices may not be used in any unethical or illegal manner.
- Camera devices may not be used to photograph another person who has a reasonable expectation of privacy without that person's knowledge and consent.
- Camera devices may not be used in a way that would violate another person's copyright.
- Camera devices may not be used to harass or intimidate another person or to invade another person's privacy.
- An image taken using a camera device may not be published,

broadcast, or transmitted to any other person, by any means, without knowledge and consent of each person appearing in that image who had reasonable expectation of privacy at the time the image was recorded, or the person who owns the copyright in the material appearing in that image.

- The school reserves the right to search the history of a student's social media contacts on his/her phone. This includes text messages sent and received.

Prohibited Locations

- Camera devices may not be used in any classroom without a teacher's or administrator's written permission.
- Such permission will state the specific purpose for which the camera device may be used and the specific date(s) on which the camera device may be used. Camera devices may not be used in any locker room, restroom, or any place where other people have a reasonable expectation of privacy.

Smart Watches & Other Wearable Devices

Wearable devices like the Apple Watch may not be worn in classrooms without the consent of the classroom teacher. As with cell phones, when requested by the teacher, they are to be submitted to the teacher at the start of the class. Items not submitted to the teacher (if/when requested) will be confiscated and turned in to the Office of the Dean of Students for the remainder of the school day.

Violation of these principles will result in disciplinary action.

Photography

Community School reserves the right to photograph its students, faculty, and staff in connection with the activities of the School and to reproduce such images to promote, publicize, or explain the School or its activities. This includes the right, without limitation, to publish such images in promotional materials such as marketing and admissions publications, advertisements, fund-raising materials, and any other school-related publication. These images may appear in any of a wide variety of formats and media now available or that may be available in the future, including but not limited to print, broadcast, and electronic/online media. Parents who do not wish to have their child included in the above coverage should contact the communications office.

Acceptable Use Policy

All persons using CSN computers, computer systems, or personal computers on school property or over the school's systems are required to abide by the following rules. Failure to do so may result in the revocation of access privileges and disciplinary action. All computers should be used in a responsible, ethical and legal manner. The school reserves the right, with probable cause, to search the Internet history and a student's social media contacts (i.e. Facebook, Instagram).

Purpose: The purpose of providing access to the Internet and the school's computer systems is to support research and provide unique educational opportunities. The use of such resources should be

limited to those school-related activities that support academic and educational objectives.

Privilege: The use of the school's systems is a privilege. Inappropriate or illegal use of the school's system or of the Internet will result in loss of the privilege and disciplinary action.

Internet Access: The school community—students, faculty, administrators and staff—have the privilege of full access to the Internet. CSN encourages students and teachers to use the Internet to expand their knowledge. The Internet allows users to send and receive email, to log onto remote computers, and to browse databases of information. It also lets users send and receive files and programs contained on other computers. Files are not to be downloaded to the school's local or network hard drives. Students who try or are found to have circumvented the CSN web filtering/Internet access will result in disciplinary action and be dealt with immediately by the administration.

Downloading of peer-to-peer files is prohibited. Although the school provides blocking of inappropriate web sites, no filtering system is foolproof. Therefore, we expect users to act responsibly in their searches and to immediately disengage from any materials that are inappropriate and to report the situation to the administration.

Although the school cannot effectively restrict the content of information obtained by students via the Internet, obtaining material that is explicitly labeled not intended for minors will be considered a major violation of school rules. Likewise, students must not use any electronic device to photograph, record or publicly display images of other students without their consent. Furthermore, making public or passing on of any material that is pornographic, violent in nature, or otherwise harassing is wholly and completely unacceptable and will be dealt with immediately by the administration.

Internet safety: Students should always keep personal information private and never share it (address, telephone number, name of school, address of school, date of birth, Social Security Number, credit card number, etc.) over the Internet. Students also should not meet with someone that they have contacted online without prior parental approval. Safety is the responsibility of the parent and student. CSN is not liable in any way for irresponsible acts on the part of the student.

Pirated Software: The term "pirated software" refers to the use and transfer of stolen software. Commercial software is copyrighted, and each purchaser must abide by the licensing agreement published with the software. There is no justification for the use of illegally obtained software. The school will not, in any way, be held responsible for a student's software, legally or illegally obtained, that is brought to school for personal use.

Network Access: Accessing the accounts and files of others is prohibited. Attempting to impair the network, to bypass restrictions set by the network administrator, or to create links to the school's web page is prohibited.

Obtaining another student's password or rights to another student's directory or email, whereby a student may inadvertently leave a computer without logging out, is prohibited. Using someone else's password or posting a message using another's log-in name is a form of dishonesty, just as is plagiarism or lying, and will be treated as an Honor Code violation.

School's Right to Inspect: CSN reserves the right to inspect user directories and Internet history for inappropriate files/material, to remove them if found and to take other appropriate action if deemed necessary, including notification of parents. Do not assume that any messages or materials on the school's systems are private.

Email and Chat rooms: Email transmits a form of electronic information, representation of a page or message from one location to another. It should be clear that electronic mail cannot be used to harass or threaten others.

Email messages must not include personal attacks and should not contain any language or content that the author would not be willing to share from the podium at a school break meeting. Students should be made aware that a deleted email can be undeleted. Participation in "chat rooms" and instant messaging on campus is prohibited. Inappropriate emails, such as mass emails, advertising, or spam, are also prohibited.

Viruses: Every effort is made by the school to keep our system virus free. Even with the best techniques, however, computer viruses can be transmitted to and from any computer. CSN is not responsible for the transmission of any virus or for damage suffered from a virus.

Computer Care: Members of CSN community will not abuse, tamper with, or willfully damage any computer equipment, use the computer for other than appropriate school-related work, or bring food or drink into any computer area. Any intentional acts of vandalism will result in disciplinary action. Students will be held responsible for replacement or repairs.

Reporting Requirements/Discipline: Any student, who accesses inappropriate material on the Internet, receives harassing, threatening, or inappropriate materials via email or on the Internet, must immediately report the concern to the Assistant Head/Dean of Students so that the situation can be investigated and addressed appropriately. Students who violate any aspect of this Acceptable Use Policy will be subject to appropriate disciplinary action and will lose computer or Internet privileges.

CSN SCHOLARS PROGRAM

CSN SCHOLARS PROGRAM

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

One of the key components for each concentration is the AP Capstone Program, which involves two specific AP courses. Both are required, with AP Seminar completed during 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 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)
 - AP Research (1 credit)
 - Creative Writing Honors (1 credit)
 - AP 2D Design (1 credit)
 - AP Art History (1 credit)
 - Third year of Theatre, Orchestra, or Band (1 credit)
 - Fourth year of Theatre, Orchestra, or Band (1 credit)

Advanced Topics in Creative Studies

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

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

GLOBAL SCHOLARS

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

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

Global Scholars Requirements

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

- Maintain a 4.0 weighted GPA in all Social Science and World Language courses.
- Earn at least four credits in World Language courses, including at least one AP World Language course.
- Earn at least five credits in Social Science courses. Along with the three core Social Science courses (World History, 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)
 - 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.
- 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 course of a summer.
- Complete at least a third of CSN's required service hours (100 hours by graduation) with a sports-related organization, both on- and off-campus.
- Earn 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 Statistics (11/12th Grade)

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

CSN SCHOLARS PROGRAM

STEM SCHOLARS

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

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

STEM Scholars Requirements

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

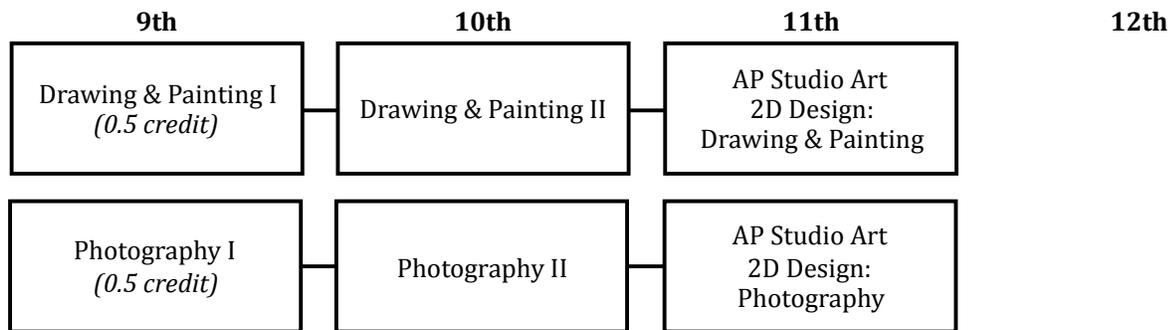
- Maintain a 4.0 weighted GPA in all STEM courses.
- During the summer after sophomore and/or junior year, participate in an approved, STEM-related internship, summer course, or community service opportunity.
- Complete the following core Science courses:
 - Biology Honors (or AP Biology if Biology was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

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

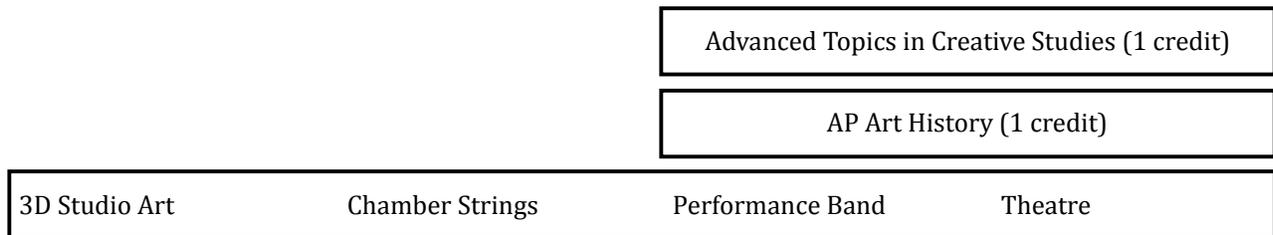
Any exceptions to the above requirements must be approved by the STEM Scholars Committee.

COURSE DESCRIPTIONS BY DEPARTMENT

Arts Department



Electives



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

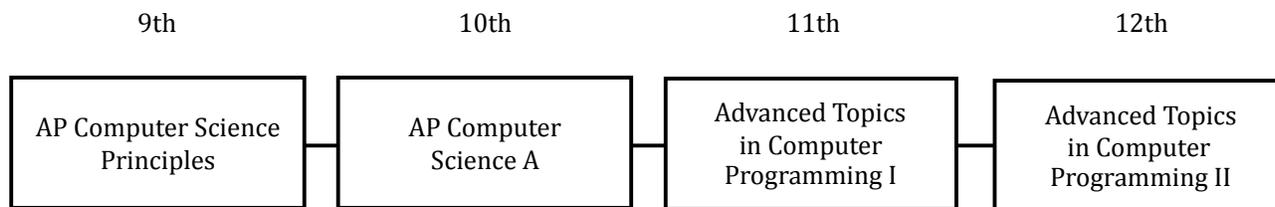
Performance Band focuses on rehearsing, arranging, and performing live for school and public engagements. Students should have a basic level of musical experience to take this course.

Theatre

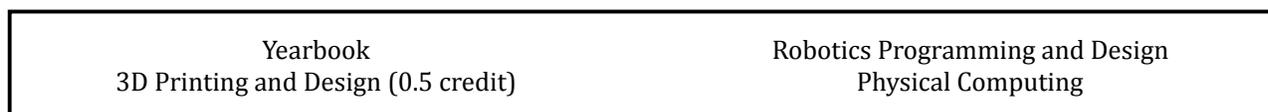
Theatre class includes the study and performance of scenes from varied theatrical styles, focusing on the fundamentals of stage movement, acting, dance and characterization.

COURSE DESCRIPTIONS BY DEPARTMENT

Computer Science Department



Electives



COMPUTER SCIENCE

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

3D Printing and Design

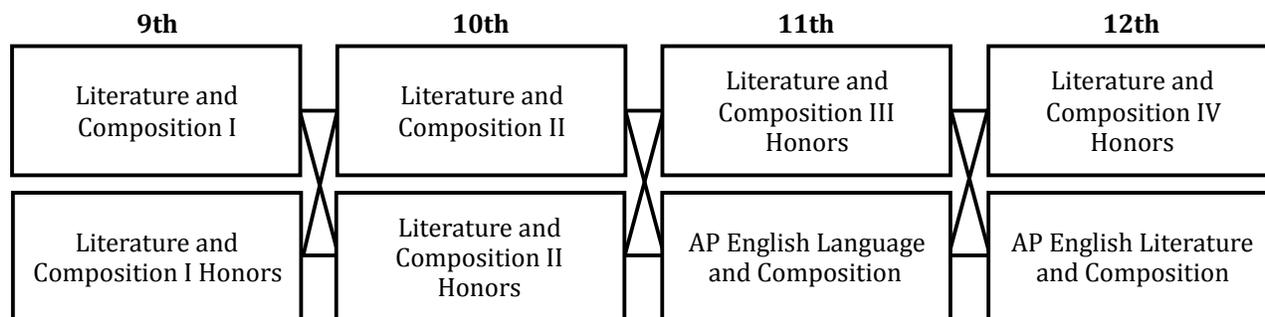
Explore Engineering Design with a focus on 3D printing. Students are exposed to the design process, analysis and technical documentation. Students use 3D solid modeling design software to help them create models to be featured/shared on well-known design websites. In addition, each student will design 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

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

COURSE DESCRIPTIONS BY DEPARTMENT

and ideas within the safety of our classrooms. Students will be expected to write analytically and creatively, formally and informally. Developing as scholars means students will practice skills of annotation and close reading while adding to their personal canons of literary knowledge. It also means taking intellectual risks and honing the skills of revision and peer review as they take increasing ownership of their work.

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

Literature & Composition II Honors

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

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

Literature & Composition III Honors

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

AP English Language And Composition

This college-level English course, open to eleventh graders, engages students in the task of becoming better readers of prose written in a variety of disciplines, during different eras, and within many rhetorical contexts. It also grooms students to become skilled writers who compose for a variety of purposes. Students will use their honed critical reading, thinking, and writing skills for a variety of purposes, including their best possible performance on the Advanced Placement Language and Composition Exam in the spring. Of utmost importance, this course is designed to raise students' awareness of the interactions among a

writer's purpose/purposes, audience, occasion, subject, and techniques for communicating effectively. In other words, this course includes the study of rhetoric in conjunction with exposition, analysis, and argument in the writing of each student's work and in that of other writers.

Representative works taught in eleventh grade might include: *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).

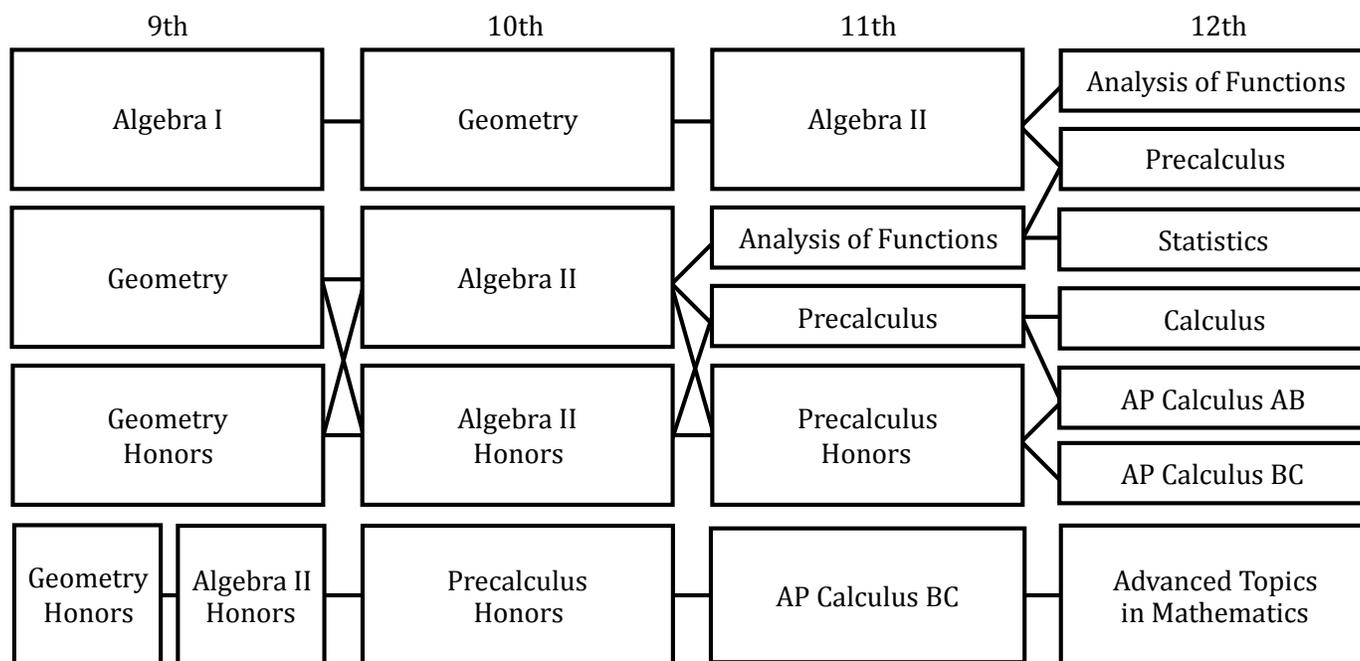
ELECTIVES

Creative Writing Honors

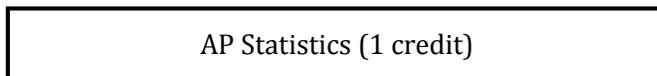
Students passionate about creative writing in all its forms will find their creative outlet in this course. Structured as a survey course, students will have units on poetry, short story, nonfiction journalism, plays, and screenplays. In each unit, students will both study classic examples of the genre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

COURSE DESCRIPTIONS BY DEPARTMENT

Mathematics Department Core Curriculum (4 credits required)



Electives



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.*

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

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

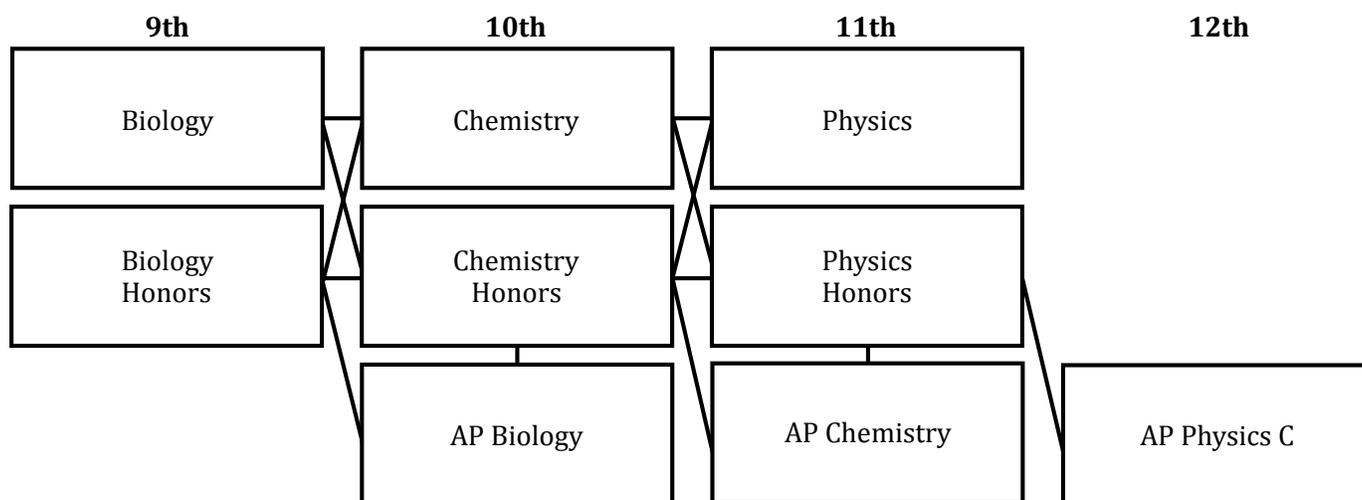
This course provides students with an understanding of the concepts of calculus and experience with its methods and applications. The course includes the study of elementary functions, properties of functions and their graphs, limits and continuity, differential calculus, and integral calculus. The BC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

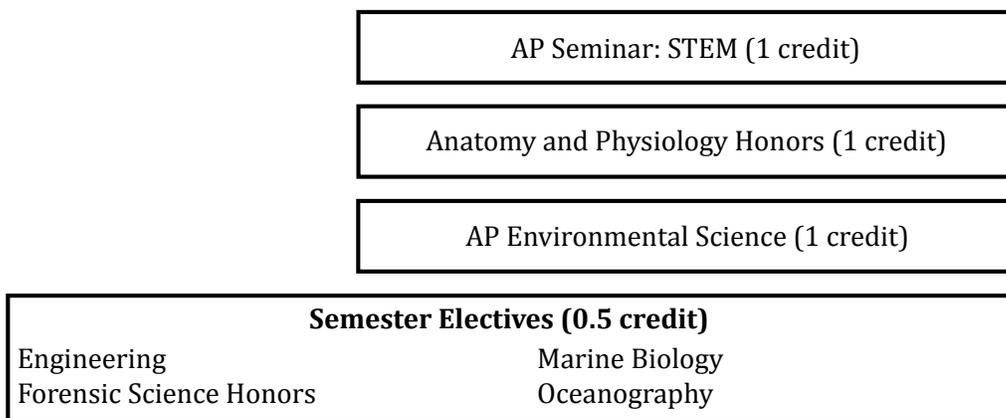
Advanced Topics in Mathematics is a post-AP math course for students who have successfully completed AP Calculus BC. First semester topics include, but are not limited to: differentiation applications, advanced integration techniques, rotating volumes, differential equations, infinite series, and vector 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*

COURSE DESCRIPTIONS BY DEPARTMENT

Science Department *Core Curriculum (3 credits required)*



Electives



and have departmental approval.

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 physiology, eukaryotic cellular anatomy and physiology, cellular metabolism and energy, cellular mitosis and meiosis, basic genetics,

COURSE DESCRIPTIONS BY DEPARTMENT

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 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

COURSE DESCRIPTIONS BY DEPARTMENT

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.

AP Seminar: STEM

AP Seminar: STEM is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues through the primary lens of STEM research and methodology. Using an inquiry framework, students practice reading and analyzing research studies, while completing their own STEM research projects. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments in the STEM fields.

Anatomy & Physiology Honors

This full year honors level course will encompass a comprehensive study of human and comparative anatomy and physiology while simultaneously providing students with a pre-med focus, including academic rigor, 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

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.*

Marine Biology

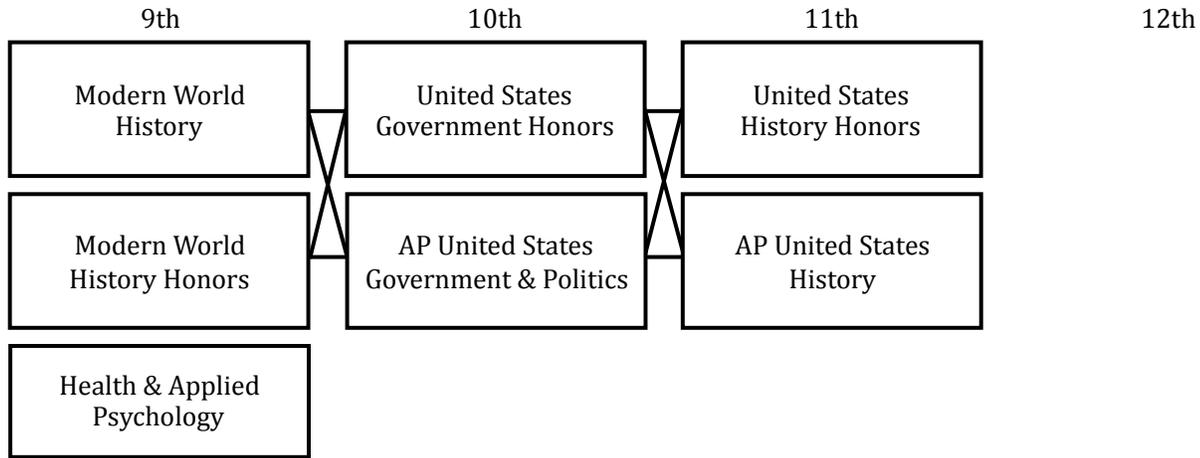
Students will investigate life forms in the three domains: Bacteria, Archaea, and Eukarya. The anatomical structures and physiological function of marine organisms are discussed in detail thereby explaining their classification as well as their role in the oceans. This knowledge further enables students 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 (4 credits required)



Electives

AP Human Geography (1 credit)
AP Psychology (1 credit)
AP World History (1 credit)
AP Economics (1 credit)
AP Comparative Government. (1 credit)
Sports Management (1 credit)
Semester Electives (0.5 credit)
African American History Constitutional Law
Latin American Studies Honors World Religions & Philosophies Honors

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

COURSE DESCRIPTIONS BY DEPARTMENT

encourage students to engage with historical and geographic themes at increasingly complex levels. Similarly, writing instruction in the history department builds from one year to the next to help students develop their expository and analytical writing.

Health & Applied Psychology

This is a required year-long 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.

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.

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 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 psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the

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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.*

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.

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 (W.E.B. 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

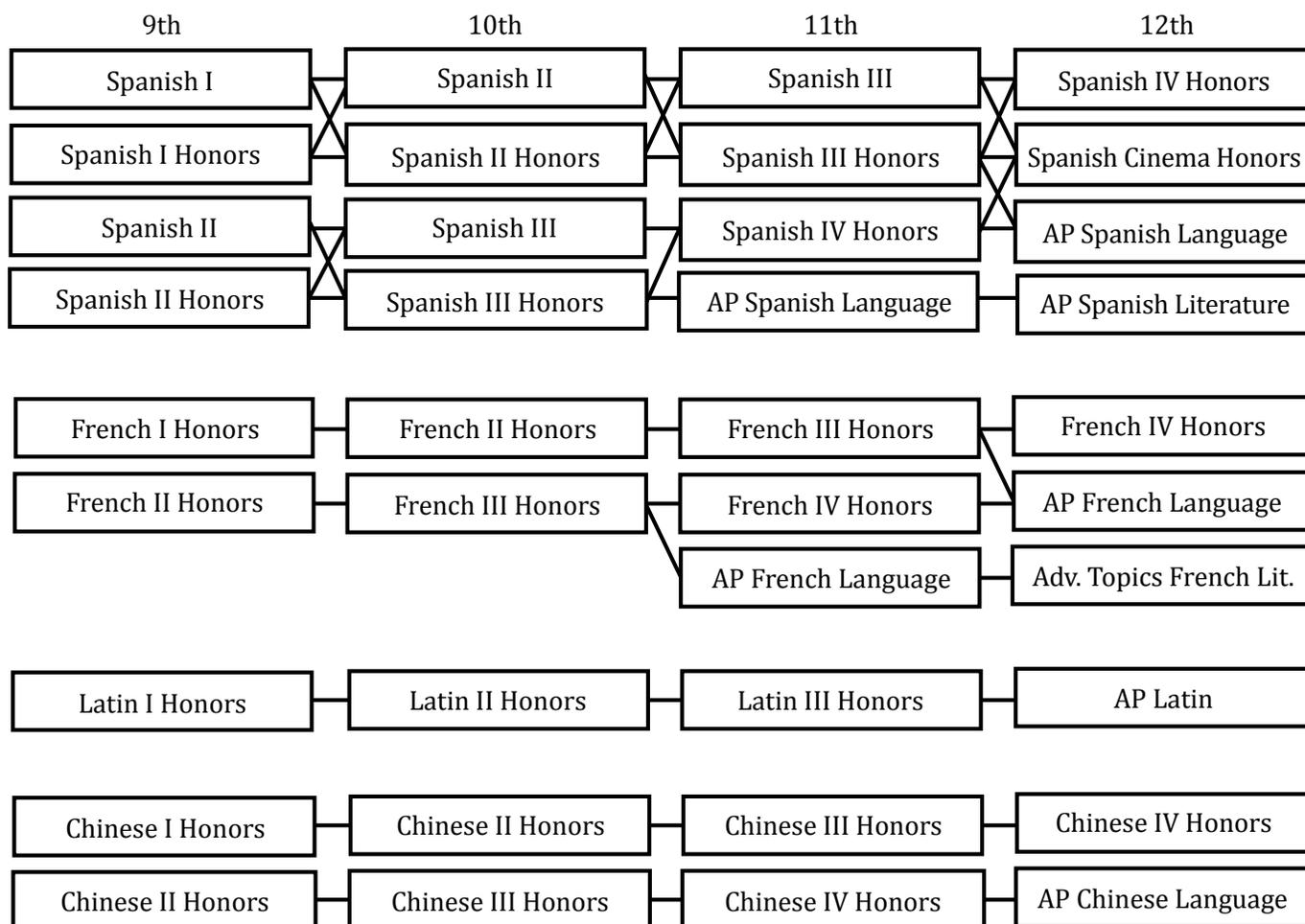
Latin American Studies examines the historical, political, economic, and cultural experiences and achievements of the modern countries located in this region of the world. Topics include economic development, ethnic and racial identity, religion, revolution, democracy, transitional justice, and the rule 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.*

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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

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

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 competency. There is continued focus on critical thinking and cognitively challenging communicative tasks, leading to

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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 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,

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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 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

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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 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,

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

Spanish Cinema Honors

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

AP Spanish Language & Culture

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

The AP Spanish Language and Culture course helps prepare students to demonstrate their level of Spanish proficiency across three communicative modes (interpersonal [interactive communication], interpretive [receptive communication], and presentational [productive communication]), and the five goal areas as outlined in the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to fifth semester college and university courses that focus on spoken and written communication in the target language at an advanced level.

Higher order thinking is key as students seek to analyze, evaluate, infer, conclude, and predict within the various contexts explored. Grammar and vocabulary are reinforced, reviewed, and strengthened in meaningful context, making learning more relevant and natural. 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

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

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

CO-CURRICULAR ACTIVITIES

legislative compromise is achieved. Students will be able to participate in a national conference in San Francisco.

Mock Trial

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

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.

**Upper School Curriculum Guide
And Handbook
2017-2018**



COMMUNITY SCHOOL

of Naples

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