Upper School Curriculum Guide

2023-2024

THE COLORADO SPRINGS SCHOOL
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INTRODUCTION TO THE UPPER SCHOOL CURRICULUM

The Colorado Springs School's Upper School curriculum is ordered to address the unique needs and interests of the maturing pre-university learner. A broad and demanding liberal arts curriculum offers our students the best opportunities to understand themselves and the wonders around them. At the same time, a strong liberal arts approach provides the best foundation for further study and for life. Differentiators of the CSS course of studies include:

- a fourth year of math,
- the College Overview and Public Speaking courses for sophomores,
- four Experience-Centered Seminars (ECS),
- an integrated global perspective,
- at least two years of art (with exposure to music, theatre, and visual),
- commitment to at least one club,
- participation in athletics/activities,
- at least 18 hours of community service each year, and
- guided student reflection.

CSS strives to offer distinctive opportunities for students to develop self-confidence, as well as the inquiry, analytical, documentation, and presentation skills they will need in competitive college environments and life. Small classes provide an environment in which students receive deeper, individualized feedback and are exposed to topics through interactive, student-centered approaches. The CSS Upper School is committed to developing resourceful, independent, healthy, and responsible young people.

GENERAL INFORMATION

COURSE LOAD

Students are expected to take a minimum of five courses or 2.5 credits per semester. This load does not include the yearly expectation for students to participate in an Experience-Centered Seminar (ECS) and a minimum of two competitive or theatrical seasons. Students are cautioned against taking too many Advanced Placement courses in any single year or "overloading" themselves with a schedule that consists of many of the Upper School's most demanding courses. Students are urged to find a balance between a challenging course load and ample time to pursue individual passions or school-sponsored activities. For this reason, any student who wishes to enroll in more than three Advanced courses during a single semester must receive approval from the Upper School Division Director.

SCHEDULE CHANGES AND CONFLICTS

Students who wish to add or drop a course based on their preliminary schedule for a given year are welcome to do so within the first week of the course. As a general rule, a student's enrollment status in a year-long course may only change during the first week of the fall semester. Schedule changes must be initiated by filling out this form. Requests will be evaluated, but it cannot be guaranteed that the request will be granted. Junior and senior students will be required to discuss the implications of a schedule change with the Director of College Counseling.

It is sometimes necessary to change the courses requested by a student due to scheduling conflicts. As best as possible, CSS will work in partnership with the student, their parent(s), and course instructors to design an alternative schedule that best aligns with the student's academic goals for the year.

From time to time, certain scheduling conflicts may not be resolved due to constraints associated with the master schedule for the Upper School. In these situations, online course enrollment may be considered. The Upper School Division Director and Registrar will coordinate approved programs and courses with any student who requests an online option. This process can be initiated by filling out this form. CSS, however, places a priority on in-person learning and experience-rich instruction. For this reason, online courses that serve to substitute a student's experience in a comparable class offered by CSS will seldom be approved. The cost associated with registration for an online course will be deferred to the student or family.

SUMMER SCHOOL

CSS does not provide summer instruction for academic credit. However, students may need to recover course credit to fulfill a graduation requirement, or may wish to accelerate their exposure to a particular topic. After such students obtain approval from the Upper School Division Director, they may pursue summer enrollment through another institution. This can be initiated by filling out this form. This policy is to ensure that summer coursework that is taken to fulfill CSS graduation requirements is equal to the content and challenge of a comparable course at CSS. The student must submit an official transcript with the grade for the summer class to the CSS Registrar when the course has been completed.

ADVANCED and ADVANCED PLACEMENT COURSES (APs)

In any given school year, CSS's Upper School offers as many as 15 Advanced Placement courses. These courses, which serve to challenge a student's intellectual development at a level that might be experienced in college, are just one example of CSS's commitment to rigorous and college-preparatory academics. AP courses require that a student be able to meet the demands of an accelerated curriculum pace and a heavier nightly homework load compared to standard classes offered at CSS, as well as a high-stakes end-of-year exam. For their efforts, however, students who demonstrate mastery in an AP course can earn college credit and advanced placement and stand out in the admissions process. Furthermore, CSS and many colleges weigh a student's earned semester grades for AP courses with an extra point when calculating GPA. Because these courses are understandably demanding of students' time, it is uncommon for a student to be able to handle more than three (3) AP courses in any given year.

POLICIES AND PROCEDURES FOR AP AND ADVANCED COURSES

Students are automatically eligible to register for certain AP courses, including Advanced courses, if they meet the criteria below:

- Carry a cumulative minimum GPA of 3.00 (unweighted),
- Earn the minimum grade listed in the prerequisite courses noted in the course description for a given AP/Advanced class.

In addition, students who earn placement into AP/Advanced courses consistently demonstrate the ability to:

- Turn in assignments on time,
- Self-advocate by asking for help as needed,
- Independently pursue the study of a topic beyond what is presented in a textbook, class lecture, or course material,
- Display a sincere interest, academic curiosity, and/or passion in the discipline,
- Apply intellectual maturity to critically think about college-level material,
- Utilize integrity in the face of academic demands,
- Collaborate as a contributing and prepared partner in group work,
- Contribute as a poised and vocal participant in classroom discussion,
- Process large volumes of challenging information at a high level.

Students who do not earn automatic eligibility may petition for approval to take an AP course. Such students may obtain an AP & Advanced Course Petition Form from the Registrar. After completing the form, a joint meeting will occur with the course teacher, the Department Chair, and the Upper School Division Director to discuss the student's motivation for pursuing the challenge of the AP/Advanced course. Teacher recommendations can play an important role in this petition process, and the Department Chair will discuss the situation with the student's prerequisite class teacher(s) and the AP/Advanced course teacher before a petition is granted or denied.

An individual student who requests to take more than two AP courses within a single semester must understand that the workload, level of critical thinking expected, and time management stress of such a schedule may trump other endeavors the student would like to pursue. Consequently, an evaluation committee will collaborate with any student who desires to take multiple AP courses simultaneously. The objective of the committee's work will be to aid a student in designing a well-rounded schedule that adequately positions the student to attain personal and stated long-term goals. In most cases, the committee will include the Upper

School Division Director, Director of College Counseling, relevant Department Chairs or prerequisite teachers, and the student's advisor.

WEIGHTED GRADES

Advanced Placement and Advanced courses are weighted. One point is added to each grade when calculating the GPA; therefore, an 'A' is 5 points rather than 4, and a 'B' is 4 points rather than 3. The weighted and unweighted grading tables are below:

Weighted GPA				**Unweighted GPA**		
Letter Grade	Percent Grade	5.333 Scale		Letter Grade	Percent Grade	4.333 Scale
A+	98-100	5.333		A+	98-100	4.333
A	93-97.999	5.000		A	93-97.999	4.000
A-	90-92.999	4.667		A-	90-92.999	3.667
B+	87-89.999	4.333		B+	87-89.999	3.333
B	83-86.999	4.000		B	83-86.999	3.000
B-	80-82.999	3.667		B-	80-82.999	2.667
C+	77-79.999	3.333		C+	77-79.999	2.333
C	73-76.999	3.000		C	73-76.999	2.000
C-	70-72.999	2.667		C-	70-72.999	1.667
D+	67-69.999	1.333		D+	67-69.999	1.333
D	63-66.999	1.000		D	63-66.999	1.000
D-	60-62.999	0.667		D-	60-62.999	0.667
F	Below 59	0.000		F	Below 59	0.000

CSS UPPER SCHOOL GRADUATION REQUIREMENTS

A total of 28 credits are required for a student to earn a CSS diploma. CSS students are required to complete and pass (at a grade of 60% or higher) the following coursework:

SUBJECT	REQUIRED ENROLLMENT
ENGLISH	4 years/ 8 semesters
MATHEMATICS	4 years/ 8 semesters
HISTORY	3 years/ 6 semesters
SCIENCE	3 years/ 6 semesters
WORLD LANGUAGE	3 years/ 6 semesters
ART	2 years/ 4 semesters*
EXPERIENCE-CENTERED SEMINAR (ECS)	4 terms
COLLEGE OVERVIEW	1 quarter
PUBLIC SPEAKING	1 quarter
Ninth Grade Foundations	1 year (0.5 General Credit and 0.5 Arts)
ACTIVITIES - Athletics, Theatre, Model United Nations (MUN), Robotics, and pre-approved non-CSS activities	4 years/ 2 seasons or activities per year

*Students receive .5 credit from year-long arts courses (Band, Vocal Ensemble, and Yearbook) towards the 2-year graduation requirement. Additional credits from those courses count as General Core Electives.

COMMUNITY SERVICE

Upper School students are required to complete a minimum of 18 community service hours each year. Enthusiastic students often earn hours far in excess of this minimum requirement.

CSS strives to help students get started on the annual requirement by dedicating one school day to service. Students contribute to projects hosted by a wide range of community partners, such as the Rocky Mountain Field Institute, Cheyenne Mountain State Park, CPCD Giving Children a Head Start, and Care and Share Food Bank for Southern Colorado. On average, students earn six hours for this day of service. Students are then expected to accrue the remaining 12 hours of service through projects or organizations that align with their individual passions and interests.

Community service hours must be verified by a project supervisor on the Google Doc titled "US Community Service Documentation Form" and then submitted to the Upper School faculty member responsible for tracking community service hours (or the supervisor may email the information directly). The eligibility window for annual service hours begins with the day that follows Commencement and concludes one day prior to Commencement.

Students who do not meet this requirement will earn an 'F' on their transcript. A student has the opportunity to remove this 'F' by completing double the number of **missed** hours during the following year, in addition to satisfying the annual expectation of hours for the same year.

SENIOR CAPSTONE EXPERIENCE

Seniors embark on an individualized, student-generated project to be completed at the end of their senior year. The Capstone adds direction, intention, and purpose to the senior year. It reinforces the school's focus on project-based, individualized learning. It requires students to "own" their learning as they transition to a new phase of their education, preparing them to better thrive and network in college and life. Additionally, it deepens students' resumes, enhances their college applications, differentiates them from the general pool of college applicants, and is intended to also help them explore possible professional goals.

Starting in the fall, seniors develop their Capstone experiences in consultation with the Capstone Director, Faculty Sponsor, and a Community Mentor, and proposals are approved by an administrative committee. Capstones culminate in each student's digital design of a project artifact and reflection, as well as an informal presentation in front of peers, parents, and faculty on Senior Night in May.

NON-ACADEMIC CREDITS

1.0 Credit / Year

Four credits (one per school year, and preferably a half credit each semester) are required in athletics or another area of interest in order to graduate. CSS provides a variety of options to achieve this unit of credit:

ATHLETICS

1. Earn a 0.5 credit for athletic participation for each season (Fall / Winter / Spring).
    - A three-sport athlete who competes in all three seasons would earn 1.5 credits per year, 0.5 above the requirement for that year.
    - An athlete who commits to playing two sports during the same season can only earn 0.5 credit for that season, not per sport.
    - The maximum number of credits earned through athletics per year is 1.5.
    - An athlete who competes in a sport for another school because CSS does not offer the sport still earns 0.5 credit per season.
    - An athlete must be committed to a sport and regularly participate in practices and games/matches in order to receive credit. This will be determined by tracked attendance and a mutual decision between the coach and Athletic Director. Simply signing up for a sport does not guarantee a credit will be awarded.

ACTIVITIES

1. Earn a 0.5 credit for theatre production participation for each season (Fall / Spring).
2. Earn a 0.5 credit for an established community service program with a minimum of 50 logged hours of participation. (This is in addition to CSS's 18 required hours per year of community service).*
3. Earn a 0.5 credit for participation in a school-approved music, dance, or non-CSS athletic activity with 50 logged hours of participation.*
4. Earn a 0.5 credit for full involvement in Model United Nations (MUN), including participation in more than half of the meets.
5. Earn a 0.5 credit for full involvement in Robotics Club, including regular attendance and participation in at least one competition.

*Options 2-3 above require a completed application form and pre-approval. Forms are available in the Registrar's Office. Only hours in which a certified coach or trainer is directly working with the student can be counted as part of the 50 required hours. A detailed time log, verified by the coach/trainer, must be filed with the Registrar's Office on or before the last day of the semester that the credit is to be recorded. Reminders will be provided, but it is the sole responsibility of the student to complete the process, and failure to fulfill this annual requirement will result in an 'F' on the student's transcript. To compensate, extra credits must be earned in subsequent semesters.

Courses offered in alternate years are indicated by a *. The semester and year they are offered are listed in the course description so that students can map out their choices during their time at CSS.

COURSE OFFERINGS BY ACADEMIC DEPARTMENT

ENGLISH

English courses in the Upper School follow a scope and sequence from general survey courses to more specific, narrower foci and Advanced Placement courses. The sequence begins by looking at literature from around the world; departmental scope then moves specifically to European works, followed by American pieces. All literature study is accompanied by practiced reading skills, including increasing awareness of literary technique and analysis and a variety of writing assignments, all supported by contextual vocabulary and grammar work. Classes also practice oral language skills through active discussion, oral presentations, speeches, and recitations. The department adopts a multi-sensory, experiential look at reading and writing while, at the same time, practicing key writing skills that prepare students for the demands of college-level written work in many disciplines. Students graduate with a keen awareness of the impact literature has on our society and culture; an ability to discuss topics in literature and other art forms with intelligence and finesse; and honed, original, and creative personal writing skills.

WORLD LITERATURE

This course explores literature from the Western and non-Western traditions, both ancient and modern. After spending the first few weeks discussing the summer reading selection, Salman Rushdie's *Haroun and the Sea of Stories*, the course focuses on three major texts: Homer's *Odyssey*, Shakespeare's *Romeo and Juliet*, and Achebe's *Things Fall Apart*, supplementing the study of these master works with short stories, poems, and non-fiction essays. These texts also supply students with a core vocabulary that they are expected to apply in their writing. Grammar instruction, focused on mastering punctuation and developing sophistication in sentence structure, complements instruction in writing clear and effective paragraphs and essays.

Semesters: Fall and Spring **Grade Level:** 9
Required for Graduation: Yes
Credit: 1.0 Required

EUROPEAN LITERATURE AND COMPOSITION

This course intersperses the study of proper composition tools, including the writing process, editing skills, and both in- and out-of-class essay writing, with the study of literature from Europe. After working with the summer assignments, the curriculum begins with the earliest piece ever written in English: *Beowulf*. Course studies then chronologically move through several of Geoffrey Chaucer's *The Canterbury Tales*, William Shakespeare's *Twelfth Night*, British Romantic poetry, a satire unit with excerpts from Miguel de Cervantes *Don Quixote*, and a 20th century set of short stories from World War II. Throughout the year, students practice and study a variety of writing styles, such as narrative, expository, and descriptive, while focusing on several genres such as poetry, plays, novels, and essays.

Semesters: Fall and Spring **Grade Level:** 10
Required for Graduation: Yes
Credit: 1.0 Required

AMERICAN LITERATURE AND COMPOSITION

This course offers an intensive examination of major works of American Literature from the 17th century to present day. Students read texts in major literary genres, including the novel, the short story, poetry, and the essay. Authors studied include Jhumpa Lahiri, Anne Bradstreet, Frederick Douglass, Ralph Waldo Emerson, Nathaniel Hawthorne, Mark Twain, Emily Dickinson, Robert Frost, F. Scott Fitzgerald, and the writers of the Harlem Renaissance. Students discuss and write about key themes in the works of these authors, such as what it means to be an American, the nature of the American dream, the quest for freedom, and the relation of the individual to society. Vocabulary building and grammar review complement instruction in writing and literary analysis.

Semesters: Fall and Spring **Grade Level:** 11
Required for Graduation: Yes, unless a student enrolls in AP English Language and Composition
Credit: 1.0

ADVANCED ENGLISH LANGUAGE AND COMPOSITION

The Advanced English Language and Composition course follows the structure of the AP syllabus set out by the College Board while covering material at a pace that allows for in-depth study of topics, but not necessarily completing the entire AP curriculum. This course builds upon both the World Literature and European Literature courses while focusing specifically on American Literature. Students analyze texts on a deeper level, examining rhetoric and syntax used to persuade an audience. The largely nonfiction readings expose students to various American voices from different time periods and prepare students for more selective literary study in the senior year and beyond. Vocabulary lists and grammar lessons evolve from the literature and student writing. Students write extensively – especially analytical, argument, and synthesis essays. Challenging the AP Exam will be an option for those students who are willing to take on supported, independent study for units not covered in class.

Semesters: Fall and Spring **Grade Level:** 11
Credit: 1.0
Prerequisite: *Minimum of A- (90%) in both semesters of European Literature and Composition, and teacher recommendation*

SENIOR SEMINAR: TOPICS IN LITERATURE

Senior Seminar students practice applying real-world interests to reading material and written analysis and synthesis. The course begins with a practical college essay workshop to lead each senior through a full writing process in collaboration with the College Counselor. Following this writing workshop, students explore a variety of critical literary theories using their summer reading choice as a basis for this application. The remainder of the year may include such texts as *The Bell Jar, Hamlet, The Strange Case of Dr. Jekyll and Mr. Hyde, The Malcontents, The Nick Adams Stories,* and *The House on Mango Street.* Instruction in critical theories and journalistic styles offer the class multiple ways to choose their reading and writing paths, dependent upon their individual interests and desires to broaden their academic writing. Solid research skills also play an important role as students practice synthesizing information gleaned from outside

sources while repeatedly practicing solid MLA formatting standard conventions. Discussions, papers, tests, and quizzes give students ample opportunities to hone their skills in writing, vocabulary, oral communication, and critical analysis in preparation for college-level work.

Semesters: Fall and Spring **Grade Level:** 12
Required for Graduation: Yes, unless a student enrolls in AP English Literature and Composition
Credit: 1.0

AP ENGLISH LITERATURE AND COMPOSITION

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

Semesters: Fall and Spring **Grade Level:** 12
Credit: 1.0
Prerequisite: *Minimum of A- (90%) in both semesters of American Literature and Composition* or *minimum of B- (80%) in both semesters of AP Language and Composition, and teacher recommendation*

EXPERIENCE-CENTERED SEMINARS

The Experience-Centered Seminar (ECS) program at CSS is designed to allow students to approach large, complex, multidisciplinary problems, to experience other cultures, and to apply classroom theory widely in the world. Each Upper School student participates in one ECS each year in February / March. Courses span three weeks and fall into the following categories: STEM, Arts, Cultural/Language Immersion, Outdoor and Natural Resources, Social and Current Issues. These Seminars can take place locally, regionally, nationally or internationally.

Some Seminars are place-based; that is, they study a substantive question in a part of the world in which it is relevant. Examples are ocean biodiversity in Bonaire and comparative government in Scandinavia. These Seminars are infused with cross-cultural exposure.

Other Seminars are project-based; that is, they focus on a specific product and the process that generates it. Examples of this are *The Great Iron Pour*, through which students study the history of metal discovery and use, build their own cupola, then melt iron to cast art pieces; and *Space Exploration*, in which students apply the engineering process when designing and building high altitude balloon payloads and model rockets to meet flight criteria.

Still other ECSs combine project-based, place-based, and service learning-based models. Examples of this are *Expedition Quebec*, which exposes students to French-Canadian language and culture; and *Sustainable Water in Tanzania*, which engages students in helping individual families construct stormwater catchment basins that fundamentally change the lives of mothers and children in arid, developing countries.

Students will receive an ECS course catalog with the offerings for each academic year. They will have the opportunity to select three Seminars that they would be interested in participating in and will then be assigned to one of them.

Semester: Midpoint of Spring Semester **Grade Level:** 9, 10, 11, 12
Required for Graduation: Yes – one ECS per year of enrollment at CSS
Credit: 1.0

GENERAL CORE

NINTH GRADE FOUNDATIONS

Wellness: Recognizing that individual wellness is foundational to developing an optimal and resilient self over time, this survey course engages students in the first year of Upper School by exploring some of the essential elements of living a healthy lifestyle. The key health and wellness domains in the CSS Wellness Program (physical, social, emotional, brain, and essential traits of character development and executive function skills) form the framework for this course. Key integrated topics include the following: nutrition, goal-setting, decision-making, substance use and effects, effects of social media and cyberbullying, violence prevention, sleep, sexuality, consent, protection, gender issues, anxiety, cultural differences, happiness, positive communication, relationships, suicide, and current wellness topics. Students devise and follow their own personal fitness plans as they develop exercise habits to meet their needs through high school and adulthood.

Art Foundation: This course is designed to provide exposure to the critical elements of each of three disciplines: Music, Theatre, and Visual Arts. The section of Arts Foundations dedicated to music focuses on the language, practices and possibilities of music. Students will learn to explain the music we hear, and see and have the opportunity to advance their knowledge and understanding of music in its instrumental and vocal forms. This course provides the tools to refine listening skills, enhance performance skills, and foster creativity in the budding composer/musician. The theatre component of Foundations focuses on exposing students to the fundamental skills inherent in the multiple elements of theatre. Students will be exposed to acting and characterization, movement and vocal production, pantomime and improvisation, terminology, and the elements of oral interpretation of literature. The concepts of imagination as well as developing a creative mindset are emphasized as important tools for life-long success. Through the visual arts section of the course, students develop foundations in concept, design and communication while they solidify skills in drawing, composition, color use, and working with 3-D materials. The course prepares students to engage in Upper School art electives with established skills and an ability to apply art concepts as they express their own ideas.

Semesters: Fall and Spring **Grade Level:** 9

Required for Graduation: Yes

Credit: Required 0.50 General Core 0.50 Arts Credis

COLLEGE OVERVIEW

This required course is one of the hallmarks of the CSS experience and is designed to intimately prepare sophomores for the college admission process. Information regarding every aspect of the college admission process is covered during the class. Students begin by initiating their own searches for “best fit” colleges and universities. Each student is also expected to complete a college application, develop a list of potential colleges, complete an interview simulation, create a resume, write an essay, critically analyze college propaganda, develop a college plan, prepare for the college entrance exams, request a transcript and research scholarship possibilities. As a result, CSS students are aware of and primed for the rigorous college admission process well before their senior year, which gives them the advantage of strong mentorship and advocacy with colleges, as well as the gift of time to strategically plan. This course is partnered with Public Speaking to round out a full semester.

Semester: Half **Grade Level:** 10
Required for Graduation: Yes
Credit: 0.25 Required

PUBLIC SPEAKING

Public Speaking is a performance course designed to improve students' public communication skills. Students create, practice, deliver and critique speeches in a variety of modes (introductory, impromptu, commemorative, informative and persuasive). Readings and discussions cover the following topics related to public speaking and speech-writing: purposes, ethics, audience, organization, research and development of ideas, and delivery. Students are actively engaged in both the speaking and listening processes. Through this course, students gain skills and practice to prepare them for the speech each of them will deliver to the entire Upper School student body.

Semester: Half **Grade Level:** 10
Required for Graduation: Yes
Credit: 0.25 Required

YEARBOOK / YEARBOOK EDITOR

The Yearbook class is responsible for creating each year's edition of *Et Après*, the CSS yearbook. It is a year-long class that relies heavily on personal organization, digital design skills, and commitment to the yearbook team. The class begins by brainstorming possible ideas for yearbook pages and concepts. Each student chooses their assignments in collaboration with the team. Students are responsible for initiating, organizing, and photographing assignments using their own or the school's digital cameras. Students design pages in Walsworth Yearbooks' proprietary "Online Design" software, including writing descriptions and captions, and peer proofing. This class demands that students show initiative and are able to manage independent work with the support of regular teacher and editor check-ins. Students will be offered many opportunities to take on specialized leadership roles, such as editor, senior "wrangler," marketing director, photographer, etc.

Semesters: Fall and Spring **Grade Level:** 9, 10, 11, 12
Credit: 1.0

SOCIAL STUDIES

The History Department engages students in critical thinking about historical and contemporary events, teaches global awareness, and refines research, writing, and public speaking skills to prepare them for college and life beyond. Group projects, debates, and reenactments require students to engage actively and synthesize learning. Beginning with the core courses, students develop broad understandings of global human geography and world history before moving into a more detailed study of American history. Beginning in the junior year, students choose from a wide array of electives and five Advanced Placement offerings that introduce them to college level courses and themes. Many Experienced-Centered Seminars build on the foundations of CSS history courses, emphasizing history, political science, cultural anthropology, economics, sociology and psychology, as well as integrating these academic fields into life experiences.

GLOBAL STUDIES & WORLD GEOGRAPHY

What is globalization and how does it impact societies worldwide? Why is there conflict in the Middle East? What is going on in Ukraine? South Sudan? Global Studies & World Geography is an examination of the physical, political and cultural realities of our planet with an in-depth examination of major world regions, including Africa, Asia, and Central and South America. Students will examine geography, history, culture, politics, and current events around the world. While exploring the meaning of "global citizenship," students will focus on a series of interrelated topics: population, gender, economic development, food, urbanization, globalization, democratization, water, and climate change. They will gain a deep appreciation for many of the major issues our world faces today. Students will participate in many debates, simulations, and other hands-on activities, with an emphasis on developing skills of research, historical thinking, diplomacy, negotiation, and persuasion. Students will complete two major research projects. In the fall, students select a topic of their choosing to research and create a project (website, paper, performance, exhibit or documentary) to enter in the annual National History Day contest. In the spring, students work on a more wide-ranging research and creative writing project in conjunction with their 9th grade English class.

Semesters: Fall and Spring **Grade Level:** 9
Required for Graduation: Yes
Credit: 1.0 Required

WORLD HISTORY

World History is a survey course focusing on understanding, analyzing and comparing people and institutions globally from 500 CE to the present. Special emphasis will be placed on the period after 1200 CE and, especially, the 20th century. Students hone their analytical skills through examining primary sources and critical analyses by historians and political scientists, debating controversial subjects, reading historical texts and creating original video projects and essays. Students develop the essential historical thinking skills and global understandings that can be utilized on international ECSs, in clubs like Model United Nations, or, should students wish, on the AP World History: Modern exam, thus better preparing them for a dynamic world.

Semesters: Fall and Spring **Grade Level:** 10
Required for Graduation: Yes
Credit: 1.0 Required

UNITED STATES HISTORY

United States History focuses on understanding, analyzing, and making comparisons among the people and institutions of the United States from 1400 to the 1970s. Emphasis has been placed on the themes regarding the change, conflict, and socio-economic development of the United States. From the early history of Native Americans, to the tumultuous times of the 1960s, we examine American history from a wide variety of perspectives and with a diverse set of tools, including primary and secondary sources, literature, and contemporary journalism. Students work on a wide variety of projects and they participate in several simulation debates where they get the chance to re-create key moments in American history.

Semesters: Fall and Spring **Grade Level:** 11
Required for Graduation: Yes
Credit: 1.0 - *Either US History or AP US History is required.*

AP U.S. HISTORY

AP U.S. History provides a rigorous, college-level study of the United States from 1400 to 2008. Emphasis is placed on the themes regarding the change, conflict, and socio-economic development of the United States. From the earliest settling of America from across the Bering land bridge to the Iraq War, we examine American history from a wide variety of perspectives, and with a diverse set of tools. Students examine primary sources while working with college-level textbooks, and there is a heavy emphasis on developing higher-level skills of historical analysis. There are numerous debates and simulations, including re-enactments of the Congressional debate on the eve of the War of 1812, a labor strike in the 1910s, and the Cuban Missile Crisis of 1962.

Semesters: Fall and Spring **Grade Level:** 11, 12
Prerequisites: *Junior or senior status; minimum of A- (90%) in both semesters of the student's most recently completed non-AP history course or minimum of B (83%) in both semesters of the student's most recently completed AP history course; teacher recommendation*
Credit: 1.0

*AP COMPARATIVE GOVERNMENT AND POLITICS

AP Comparative Government and Politics is an intensive college-level course that is directly related to the CSS philosophy of preparing students to be active citizens of an increasingly diverse nation and an increasingly interdependent world. Focusing on specific issues of government and politics in various countries around the world, the course has a broader goal of helping students to develop a strong theoretical framework through which they will be able to analyze the political complexities of our globalized world. Students embark on an in-depth examination of six countries as case studies: Great Britain, Russia, China, Nigeria, Iran, and Mexico. Within each of these countries, students study various aspects of history, culture, politics, and economics.

Semesters: Fall and Spring **Grade Level:** 11, 12
Prerequisites: *Junior or senior status*
Credit: 1.0

MICROECONOMICS AND ENTREPRENEURSHIP

Microeconomics focuses on building a strong foundation in economic theory that allows a student to understand important topics such as antitrust laws, public goods, competitive markets, and international trade. From the determination of prices by demand and supply to the provision of public goods, this course provides all the ideas found in a college-level course. 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 course also includes a significant experiential component. Students in this course run the on-campus bookstore, using the concepts learned in class to make decisions about pricing, inventory investment, and other aspects of business strategy.

Semester: Fall and Spring **Grade Level:** 11, 12
Credit: 1.0

MACROECONOMICS AND GLOBAL POLICY

Macroeconomics emphasizes the theoretical foundations required to understand topics including inflation, unemployment, economic growth, fiscal policy, and monetary policy. It places particular emphasis on the study of national income and price determination and also develops familiarity with economic performance measures, economic growth, and international economics. This interdisciplinary course blends analytical thinking and economic theory with a survey of economic challenges currently facing our country.

Semester: Fall and Spring **Grade Level:** 11, 12
Credit: 1.0

MATHEMATICS

CSS's Upper School Mathematics curriculum builds upon the foundation set in earlier years. Students' ability to think abstractly continues to develop through these years. The sequence of courses and projects within courses reflects this development. The link between all courses is the inclusion of real-world scenarios, projects, and the use of technology to study the concepts at hand. This reaches to some of the ECS programs offered as well. For example, the Tall Ships ECS incorporated the use of vectors, mapping location, population samples, and more. On campus, students often use real-life examples to apply new skills such as survey peers for data collection and interpretation, use a force plate to measure the force required for an action, and measure shadows to approximate heights of trees or buildings. The Upper School math curriculum begins with Geometry in 9th grade and culminates as a senior with an option of choices such as AP Calculus, AP Statistics, or Discrete Mathematics.

ALGEBRA I

Algebra I builds on concepts that were learned in Foundations in Algebra. Topics covered are linear equations, linear functions, relations, systems of equations, polynomials, and quadratic equations. To enhance learning, students will deepen their understanding of concepts by using graphing calculators. At times, we will use the "flipped classroom" approach and class time will be used to delve into challenging real-world applications. Daily work will be differentiated to fit the level of students. This course will give students the algebra foundation needed for Geometry and Algebra II.

Semesters: Fall and Spring **Grade Level:** 9
Required for Graduation: Yes
Credit: 1.0 Required
Prerequisite: *Completion of Pre Algebra or a placement test score that demonstrates mastery of Pre Algebra knowledge and skills.*

GEOMETRY

Geometry reinforces foundational algebra skills through the lens of geometric concepts. Students continue to polish the use of variables in order to solve problems; these problems are based on geometric definitions and relationships. Beginning with a few undefined terms and postulates, numerous theorems are the foundation for setting up algebraic equations. Algebra skills such as writing and solving linear equations, linear inequalities, systems of equations, polynomials, and quadratics are reinforced throughout the course, with the calculations of angle measurements, areas of plane figures and volumes of three-dimensional objects. Properties of polygons and circles are investigated and the concepts of congruency and similarity are established. Peer coaching and frequent discussions in class are an important part of the proof-writing process. Current technology and hands-on activities allow students to focus on problem-solving skills and strategies. The geometry vocabulary of the year is solidified with an Origami Unit in the second semester. Students reinforce and synthesize concepts through projects that can incorporate art and strengthen public speaking skills.

Semesters: Fall and Spring **Grade Level:** 9, 10
Required for Graduation: Yes

Credit: 1.0 Required
Prerequisite: *Completion of Algebra 1*

ALGEBRA II

Algebra II incorporates virtually all the areas of mathematics studied in previous courses, including geometry and fundamental mathematical calculations. Students develop stronger and more advanced skills in the manipulation of variables in formulas, solving equations, graphing, and finding mathematical models that approximate real-world data. A variety of functional forms are studied and manipulated, including linear, exponential, quadratic, and polynomial. These traditional topics are supplemented with units on matrices, conic sections, roots, powers, and solving systems of equations. Students will use their TI-Nspire calculators in addition to pencil and paper to help visualize solutions, changes in variables, and patterns.

Semesters: Fall and Spring **Grade Level:** 10, 11
Credit: 1.0 *Either Algebra 2 or Algebra 2 with Trigonometry is required.*
Prerequisite: *Completion of Algebra 1 and Geometry*

ALGEBRA II WITH TRIGONOMETRY

Algebra II incorporates virtually all the areas of mathematics studied in previous courses, including geometry and fundamental mathematical calculations. Students develop stronger and more advanced skills in the manipulation of variables in formulas, solving equations, graphing, and finding mathematical models that approximate real-world data. A variety of functional forms are studied, including linear, exponential, quadratic, and trigonometric. Within the study of trigonometry, students verify trigonometric identities, solve trigonometric equations, and analyze the behavior of inverse trigonometric functions. Students will use graphing calculators in activities that are appropriate to the topics being studied. Among the applications using these functional forms are direct and inverse variation, exponential growth and decay, and parabolic motion. These traditional topics are supplemented with units on matrices, conic sections, roots, powers, and solving systems of equations. Students will use their graphing calculators in addition to pencil and paper graphs and drawings to help visualize solutions, changes in variables, and patterns.

Semesters: Fall and Spring **Grade Level:** 10, 11
Credit: 1.0
Prerequisite: *Completion of Algebra 1 and Geometry; 85% and a teacher's recommendation.*

FUNCTIONS, STATISTICS, AND TRIGONOMETRY (FST)

This course begins with a vigorous review of functions, inequalities, and graphing. Advanced characteristics of functions are studied, including maxima and minima, discontinuities, and end behavior. Much of this is done by recognizing the patterns in equations; however, there is a fair amount of data interpretation with the TI-Nspire calculator as well. The latter portion of the course emphasizes rational functions, matrices, trigonometry, and conic sections. The course includes a project in which students will explore careers of their choice and how these math skills would be applied. Virtually all major strands of mathematics are found throughout this course and therefore frequent in-class practice is vital for success.

Semesters: Fall and Spring **Grade Level:** 11, 12
Credit: 1.0
Prerequisite: *Completion of Algebra 2*

ADVANCED PRECALCULUS

Advanced Precalculus offers students an opportunity to sharpen the tools in their mathematical toolboxes. Calculus offers a new and elegant means of looking at change over time and solving all manner of routine economic and scientific problems. Thus, the goal of Pre-Calculus is to ensure that students have the necessary skills to handle rigorous and dynamic concepts. Students taking this course are challenged to achieve their highest potential. Quizzes and exams are given and graded in the style of AP. Precalculus in this context will extend beyond the scope of its usual course content to encompass the fundamentals of Calculus such as limits and rate of change.

The AP curriculum will not be covered in its entirety, but additional student initiative and instructor support may prepare some students for the challenge of the AP Precalculus exam. Students interested in challenging the AP Exam should contact the instructor before the start of school to create a plan for covering the material, and additional resources and guidance will be offered to those students who wish to take the exam. Regardless of whether students select to take the exam or not, Precalculus will prepare them to succeed in Calculus and higher levels of math. Fundamental skills include logical analysis, deductive reasoning, formal mathematical proof, physics applications, fine tuning of algebraic skills, and a broadened perspective regarding the beauty and applicability of mathematics.

Semesters: Fall and Spring **Grade Level:** 11, 12
Credit: 1.0
Prerequisite: *Completion of Algebra 2 with Trigonometry or Functions, Statistics and Trigonometry (FST); 85% and a teacher's recommendation. Or be placed based on the results of a placement test.*

AP CALCULUS AB

AP Calculus AB is an introductory college-level Calculus course. Students cultivate their understanding of differential and integral Calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally, and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

Semesters: Fall and Spring **Grade Level:** 11, 12
Credit: 1.0
Prerequisite: *Advanced Precalculus with an 80% and a teacher's recommendation. Or be placed based on the results of a placement test.*

DISCRETE MATHEMATICS

Discrete Mathematics is a course that is composed of every topic in college-level mathematics that does not require any Calculus. In other words, Discrete Mathematics focuses on entities that are not continuous but, instead, come in clearly defined units — natural numbers, sets, planar graphs, proofs, computer algorithms, logical statements, etc. Different semesters of

Discrete Mathematics will deal with different branches of mathematics. (Two semesters are still required for a full math credit.) Possible semester-long topics include number theory, computability and logic, game theory, graph theory, group theory, naive set theory, and topology. The lasting appeal of Discrete Math is that much of it is very different from any other math class students will previously have been exposed to. As a result, Discrete Math is appropriate for many different types of students: students who have no interest in Calculus, students who have already learned some Calculus and want to try something very different, or students who simply want to take a math elective.

Semesters: Fall and Spring **Grade Level:** 11, 12

Credit: 0.50 per semester

Prerequisite: *Completion of Functions, Statistics and Trigonometry (FST) or PreCalculus/Calculus AB; teacher's recommendation.*

ADVANCED CALCULUS III

Calculus III further develops the concepts that students learn in AP Calculus AB, thoroughly prepares students for the AP Calculus BC exam, and covers the material ordinarily taught in a third semester, university-level multivariable Calculus course. After briefly reviewing the fundamentals of limits, derivatives, integrals, and their applications, students are introduced to sequences and series, and learn how to represent analytic functions as infinite series. Students then learn the important features of vectors, vector operations, and vector-valued functions. This allows students to extend their knowledge of Calculus into multidimensional spaces and to understand such important concepts as gradients, curl, line integrals, and second-order differential equations.

Semesters: Fall and Spring **Grade Level:** 11, 12

Credit: 0.50 per semester

Prerequisite: *AP Calculus AB*

ADVANCED STATISTICS

Advanced Statistics covers all the core concepts of a typical AP Statistics course, but with a particular emphasis on computer applications and Bayesian reasoning. Students learn introductory combinatorics and discrete probability theory (including both frequentist and Bayesian interpretations of probability) before being introduced to game theory, several different probability density functions, confidence intervals, hypothesis tests, and analysis of variance. During the first month of the course, students develop skills in Python and, from that point on, solve all types of problems using both spreadsheet functions and their own original Python code. The course culminates with a group data science project.

Students who wish to take the AP Statistics exam additionally learn how to solve exam problems using TI-Nspire calculators and are supported in taking and reviewing practice tests.

Semesters: Fall and Spring **Grade Level:** 11, 12

Credit: 1.0

Prerequisite: *Minimum of B (83%) in Precalculus or a minimum of A- (90%) in both semesters of FST.*

COMPUTER SCIENCE

Can count as a math **or** science credit.

INTRODUCTION TO COMPUTER SCIENCE

This course is an introduction to the vast field of Computer Science. Students in this course will be exposed to a broad range of topics including computer hardware, Web design, programming, and other topics of student interest. Students will be challenged to think programmatically about developing efficient software to solve problems and will emerge from the course with skills that will enhance their learning in other topics. Students will demonstrate their newfound skills at the end of the course with a project of their own design, construction, and execution which can be shown as part of a portfolio of work moving through their time at CSS and beyond.

Semester: Fall **Grade Level:** 9, 10, 11, 12
Credit: 0.5
Prerequisite: *Students must have a laptop to take this course.*

*DATA SCIENCE

Data Science is a one semester class designed to introduce students to the concepts of data in the computer world. Students will learn to create and use databases starting from simple programs like Excel, scaling up to API calls using REST, and ending with giant databases hosted in the Cloud. Through this, students will grow to understand how to scan data for patterns and how to use this data to build statistical models using R, a Python-based data language. Students will also study the dangers that big data can pose in the real world, including through Internet ad tracking, targeted algorithms, and manipulation of social media to the detriment of society.

Semester: Fall **Grade Level:** 10, 11, 12
Credit: 0.5
Prerequisite: *Completion of Introduction to Computer Science or AP Computer Science with a B grade or better. Students should have completed Algebra II and/or statistics. Students must have a laptop to take this course.*

*BUILDING WEB APPLICATIONS AND CLOUD SOFTWARE

Technology has always been full of buzzwords, like in the ’80s with Calculator watches and the ’90s with the “e-craze”. Today, the Cloud is the buzzword everyone hears about and regularly tops the charts for employer desires. But what is the Cloud? Where do we use it in our daily lives? How do we use it to our benefit? This class covers three important topics, how pages are assembled on your computer using HTML and CSS; How and what data computers transmit from the client to the server; and how the Server uses modern programming languages like Python, Javascript, and Django to assemble unique pages for each user. By the end of this class, students will be able to build simple Web applications and post them to Cloud providers such as AWS or Azure to solve real-world problems. This course is based on the CS50 Web course from Harvard University with some additional units using AWS.

Semester: Spring **Grade level:** 10, 11, 12
Credit: 0.5

Prerequisite: *Completion of Introduction to Computer Science or AP Computer Science with a B grade or better. Students should have completed Algebra II. Students must have a laptop to take this course.*

*ROBOTICS - ENGINEERING AND PROGRAMMING

In the 1999 Sci-Fi Classic *The Matrix*, a character mentions to the protagonist, "The Matrix is everywhere…". Today, the steady expansion of Robotics and computer programs into everyday life can make that statement feel more real than ever. We live in a world where robots surround us, from the mundane like driving cars and vacuuming floors, to the cutting edge of medicine and technology. This course will focus on the design, engineering, and programming of robots, as well as understanding the increasing role that these devices play in our lives every day. Students will complete a series of ever-more complex robots using Vex V5 kits in the Innovation Lab, and the class will culminate in a "Battlebots" style competition based on student design. Students will exit this course with an appreciation for the engineering that robotics requires, the programming that they need, and the power that they hold in our world.

Semester: Fall **Grade level:** 10, 11, 12
Credit: 0.5
Prerequisite: *Completion of Introduction to Computer Science or AP Computer Science with a B grade or better. Students should have completed Algebra II. Students must have a laptop to take this course.*

*OBJECT-ORIENTED PROGRAMMING/IOS APP DEVELOPMENT

Every day, billions of people wake up, with the first important task of the day being to check their phones. Typically, they will use an Application (or App) to do so, looking up the weather, sports scores, social media posts, and millions of other things that mobile applications provide at our fingertips. This class will introduce students to the basics of App development for Apple smartphones using Apple's new open-source, C-based programming language, Swift. Students in this class will design a series of ever-more complex applications, culminating in their final project, an application of their own design to help solve something in their daily life. Students will gain an understanding of Object-Oriented Programming and basic software development and will have the opportunity to publish their projects in a public space.

Semester: Spring **Grade Level:** 10, 11, 12
Credit: 0.5
Prerequisite: *Completion of Introduction to Computer Science or AP Computer Science with a B grade or better. Students should have completed Algebra II. Students will need a macOS Laptop updated to MacOS Big Sur or Later (11.0).*

AP COMPUTER SCIENCE PRINCIPLES

AP Computer Science Principles introduces students to the foundations of computer science with a focus on how computing powers the world. Students in the course will explore how to build programs using programming languages like C and Python, how to analyze data, create technology that has a practical impact, and gain a broader understanding of how computer science impacts people and society. This course includes the traditional AP Exam and a custom project of their own design, which, in addition to being part of a portfolio, can potentially earn students college credit.

Semesters: Fall and Spring
Credit: 1.0
Grade Level: 11, 12 (10th grade permitted if petition process is completed and approved)
Prerequisite: *Completion of Algebra 2; students may be enrolled concurrently with recommendation from teacher. It is recommended, but not required, that students have completed Introduction to Computer Science. Students must have a laptop to take this course.*

SCIENCE

Science is an intense, participatory study in the Upper School. It is about making things happen, watching things happen, and analyzing how and why things happen. Experimentation, demonstration, and analyses are used liberally to illustrate theory. While Physics uses a playground merry-go-round or a river raft to calculate angular momentum and vectors, Chemistry uses a thermal gradient to collect data on reaction rates and chemical equilibria, and Biology keeps cultures of everything from bacteria to plants and invertebrate and vertebrate animals to observe behavior and population growth rates. Repetitive use of scientific methodology, with guided inquiry and analysis, provides a clear distinction between scientific thinking and other epistemological approaches such as philosophy, art, or religion. While the Upper School produces students who score very high on AP Exams, the curriculum also includes elective courses for students who enjoy science, but are not targeting science as a profession.

BIOLOGY

Because evolution by natural selection is considered the unifying theory of biology, this course is approached from an evolutionary perspective, with an understanding that evolution works at the molecular level and has impacts at every level of biotic organization from the cell to the ecosystem. The course begins focusing on the role of macromolecules and the evolution of cells. After students have gained an understanding of the structure and function of cells and DNA, students examine the mechanisms of inheritance, genetics, and biotechnology. From there, the course continues with an in-depth exploration of the various mechanisms of evolution and progresses through the tree of life with a focus on Domain Eukarya. Within Domain Eukarya, students study fungi, various lineages of plants, and nine phyla of animals. The course concludes with a study of how biotic communities evolve to form many types of ecosystems and how they are impacted by both natural and anthropogenic changes. A second, equally significant theme throughout the course is the development of scientific thought and methodologies. Students practice all aspects of controlled experimentation, and progress from teacher-directed to student-directed experimentation by the end of the course. Successful completion of this course will prepare students for future collegiate or AP Biology coursework.

Semesters: Fall and Spring **Grade Level:** 9
Required for Graduation: Yes
Credit: 1.0 Required

CHEMISTRY

Chemistry focuses on lab-oriented studies where students gather experimental results in an effort to discover regularities that lead to an understanding of the chemical properties of matter and the chemical changes that occur in the composition of matter. Readings, class discussion, and supplement laboratory work help develop a detailed descriptive and quantitative understanding of the physical and chemical properties of matter, atomic structure, and chemical reactions.

Semesters: Fall and Spring **Grade Level:** 10
Required for Graduation: Yes
Credit: 1.0 Required
Prerequisite: *Completion of Algebra 1*

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ADVANCED PSYCHOLOGY

Advanced Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts and phenomena associated with such topics as the biological bases of behavior, sensation, perception, learning, developmental psychology, clinical psychology, and social psychology. In addition to extensive readings and class discussions, students test psychological theories through experimentation and observation, and by integrating current research on topics such as adolescent development, sleep, motivation, and learning. The course follows the structure and guidelines set forth by the College Board while covering material at a pace that allows for in-depth study of topics. The AP curriculum will not be covered in its entirety, but additional student initiative and instructor support may prepare some students for the challenge of taking the AP Psychology exam. Students interested in challenging the AP exam should contact the instructor before the start of school to create a plan for covering the material.

Semesters: Fall and Spring **Grade Level:** 11, 12

Credit: 1.0

Prerequisite: *Junior or senior status; minimum B (83%) in both semesters of Biology or minimum B- (80%) in both semesters of AP Biology; teacher recommendation*.

*AP BIOLOGY

Advanced Placement Biology is an extremely rigorous course that relies heavily on the foundational terms and concepts introduced in general biology and chemistry (both prerequisite courses). It follows the syllabus written by the College Board. This includes a review of chemistry, properties of water, classes of macromolecules, and cell structure and function. Building on cell processes, the course dives deeply into cell communication, genetics, gene expression, and biotechnologies. It applies the concepts of genetics to examine evolution from a micro and macro perspective. Lastly, it explores how living things form populations, communities and ecosystems that respond to one another and to the environment. Quantitative analysis and graphic presentation of data is a major component of this course. Several major laboratory exercises teach experimental design and technique, as well as demonstrating the applications and implications of biological concepts. Students who pass the AP exam with a sufficient score may receive credit from the college or university that they attend.

Semesters: Fall and Spring **Grade Level:** 11, 12

Credit: 1.0

Prerequisite: *Minimum of A- (90%) in all semesters of Biology and Chemistry; teacher recommendation*

ADVANCED CHEMISTRY

The Advanced Chemistry course follows the structure of the AP Chemistry syllabus set out by the College Board while covering material at a pace that allows for in-depth study of topics, but not necessarily completing the entire AP curriculum. Student initiative with instructor support may prepare some students to challenge the AP Chemistry exam. The first semester of Advanced Chemistry addresses a quick review of Introductory Chemistry, which is a prerequisite

course. Thermochemistry (including heat capacity, specific heat, Hess's Law, and enthalpy of formation) is studied, followed by nuclear chemistry, the chemistry of bonds and bonding, intermolecular forces, and the physics of phase changes. In the second semester, students study chemical kinetics, chemical equilibria, acids and bases, solubility and precipitation, entropy and free energy, and electrochemistry.

Semesters: Fall and Spring **Grade Level:** 11, 12

Credit: 1.0

Prerequisite: *Minimum of A- (90%) in both semesters of Chemistry; teacher recommendation*

ENVIRONMENTAL SCIENCE

Environmental Science explores the interrelationships between human society and environmental health. It is one of the most interdisciplinary courses taught at CSS, as it contains elements of sociology, history, mathematics, and politics in addition to life, chemical, and physical sciences. Beyond learning about the many perspectives that should be brought to bear on a wide variety of environmental topics, students will be encouraged to develop their own set of priorities related to their personal lifestyles and political choices. Laboratory investigations, simulations, projects, and activities are integral parts of this course.

Semesters: Fall and Spring **Grade Level:** 11, 12

Credit: 1.0

Prerequisite: *Completion of Biology and Chemistry*

ADVANCED ENVIRONMENTAL SCIENCE

The Advanced Environmental Science course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course helps students identify and analyze natural and human-induced environmental problems. It enables them to learn how to assess the risks associated with these problems and evaluate alternative solutions for resolving and preventing them. Environmental Science will cover units that include topics such as Ecosystems & Biodiversity, Populations, Earth's Systems, Land & Water Use, Energy Resources & Use, Atmospheric Pollution, Aquatic & Terrestrial Pollution, and Global Change. Experiments, scenarios, simulations, and activities are an integral part of the course. Students will practice designing investigations, analyzing environmental problems, and proposing solutions based on both qualitative and quantitative data. Challenging the AP exam is an option for students. If a student chooses to do so, preparation will be independent and outside the scope of the class, but will be supported by the instructor.

Semesters: Fall and Spring **Grade Level:** 11, 12

Credit: 1.0

Prerequisite: *Completion of Biology and Chemistry; minimum of B+ (87%) in all semesters of Biology and Chemistry or minimum of B (83%) in all semesters of student's most recent AP science course; teacher recommendation.*

*ANATOMY & PHYSIOLOGY

This year-long course takes students on an in-depth tour of human form and function. Students study the major systems of the body: nervous, muscular, skeletal, digestive, reproductive, urinary, endocrine, cardiovascular, immune and how they are interrelated. The connection between structure and function is emphasized throughout the course as students continually relate anatomy to physiology. Students have an opportunity to meet medical professionals to learn about careers in the field and to practice methodologies and concepts used in those fields. Lab opportunities to augment classwork are a part of the course and they include mammal dissection as one of many activities. Major projects include research presentations on disorders of the human body and how lifestyle factors affect the body, as well as a reflection paper synthesizing and applying their knowledge to their own bodies, lifestyles, and futures.

Semesters: Fall and Spring **Grade Level:** 11, 12
Prerequisite: Completion of Biology and Chemistry
Credit: 1.0

*AP BIOLOGY

Advanced Placement Biology is an extremely rigorous course that relies heavily on the foundational terms and concepts introduced in general biology and chemistry (both prerequisite courses). It follows the syllabus written by the College Board. This includes a review of chemistry, properties of water, classes of macromolecules, and cell structure and function. Building on cell processes, the course dives deeply into cell communication, genetics, gene expression and biotechnologies. It applies the concepts of genetics to examine evolution from a micro and macro perspective. Lastly, it explores how living things form populations, communities and ecosystems that respond to one another and to the environment. Quantitative analysis and graphic presentation of data is a major component of this course. Several major laboratory exercises teach experimental design and technique, as well as demonstrating the applications and implications of biological concepts. Students who pass the AP exam with a sufficient score may receive credit from the college or university that they attend.

Semesters: Fall and Spring (2024-2025) **Grade Level:** 11, 12
Credit: 1.0
Prerequisite: *Minimum of A- (90%) in all semesters of Biology and Chemistry; teacher recommendation*

PHYSICS

Physics starts by covering the basic concepts of motion as a precursor to Newton's laws. After an intensive study of Newton's laws, the conservation laws of linear momentum, energy, and angular momentum are developed in light of Newton's laws. Once the study of Newtonian physics is completed, attention turns to the four fundamental forces of nature. The force laws of gravity and electricity/magnetism are studied in conceptual and mathematical detail, all the while invoking Newton's laws for justification and clarification. The strong nuclear force and the weak nuclear force are studied conceptually, with an understanding and appreciation of the central role of Newton's laws.

Semesters: Fall and Spring **Grade Level:** 12
Credit: 1.0 Recommended
Prerequisite: *Completion of Biology, Chemistry, and co-enrolled in PreCalculus*

WORLD LANGUAGES

CSS's Upper School program continues to foster language fluency and cultural understanding. Students learn, practice and work toward mastery of increasingly complex structures, as well as nuances unique to each language and culture. In the classroom, students read, discuss, present, and prepare projects on a variety of relevant topics that engage them in the use of the language and provide them with opportunities for meaningful self-expression and communication. Upper School students also have the unique opportunity to participate in immersion experiences in Spanish and French through our Experience-Centered Seminar (ECS) program. Past Seminars have taken students to Spain, Mexico, Peru, France, Canada, Madagascar, and Cameroon.

FRENCH

FRENCH II

French II fosters fluency in listening and speaking, reinforces and adds to the basic structural patterns learned in French I, enhances writing and reading skills, and increases awareness and understanding of cultural differences. Various new tenses (passé composé, imparfait, futur simple, conditionnel, and subjonctif) and structures are acquired, which enhance students' ability to tell stories and express ideas. Students create and share technical presentations highlighting events from a virtual trip to a Francophone country where they are required to price, plan, and schedule everything from flights to trains to meals and cultural activities. Students also imagine their study abroad experience in Paris, France, where they find a job, apartment, university, and plan their daily life. Students are expected to use French in class discussions and activities.

Semesters: Fall and Spring **Grade Level:** 9, 10, 11

Credit: 1.0

Prerequisites: *French I or passing score of 80% or higher on the placement test, or completion of CSS Middle School French with an 80% average or above.*

FRENCH III

French III continues to develop and hone skills in all areas of language acquisition: listening, speaking, reading and writing. New, complex grammatical structures are introduced and emphasized in context. Students build on the grammar concepts and verb tenses introduced in French II. Vocabulary is expanded and conversational ability improves. Students are introduced to literary analysis as they read short stories, essays, and news articles in French. Students study in-depth French and Francophone culture through texts, videos, and music. Participation is maximized through the use of skits, dialogues, presentations, and other meaningful and engaging activities. In their second semester, students focus on their writing and presentational French to prepare for CSS's writing intensive French IV course.

Semesters: Fall and Spring **Grade Level:** 10, 11, 12

Credit: 1.0

Prerequisites: *French II or passing score of 80% or higher on the placement test, or completion of CSS Middle School French with a minimum grade average of A- (90%) and 8th Grade French teacher recommendation.*

FRENCH IV

French IV reviews and reinforces auditory, oral, reading, writing and cultural skills. A strong emphasis is placed on refining all grammatical concepts as well as developing the ability to write expository essays by combining idiomatic expressions with academic language. Students work to develop speaking fluency and proficiency in thought and expression. A global awareness is fostered through the appreciation and understanding of Francophone cultures as students study history and literature from various French-speaking regions of the world. In the first semester, main course texts are documentaries and short films. As students' listening comprehension improves, they focus on reading comprehension in the second semester. In the past, students have read *Un papillon dans la cité, Le Petit Prince,* and selections from *Candide* and *Suite Française.* Students participate in an in-depth study and analysis of these readings and build their writing skills in length and complexity.

Semesters: Fall and Spring **Grade Level:** 10, 11, 12

Credit: 1.0

Prerequisites: *French III or a passing score of 80% or higher on the placement test.*

FRENCH V

In French V, an emphasis is placed on refining all grammatical structures as well as developing the three modes of communication (Interpersonal, Interpretive and Presentational) defined by the Standards for Foreign Language Learning in the 21st Century. Students continue to work toward fluency and proficiency in thought and expression. In activities, discussions, presentations and written work, students demonstrate an understanding of French language and cultures, make use of interdisciplinary topics, make comparisons between languages and cultures, and effectively use French in real-life situations. In the second semester, significant attention is given to the AP exam and preparation for the different tasks on the exam: formal email responses, cultural comparisons in oral presentations, argumentative essays, simulated conversations, and multiple choice practice of written and audio sources.

Semesters: Fall and Spring **Grade Level:** 11, 12

Credit: 1.0

Prerequisites: *French IV or a passing score of 80% or higher on the placement test.*

AP FRENCH LANGUAGE

French IV students with high proficiency can take AP French directly after completing French IV. Students with lower proficiencies can gain an extra year of French language practice by taking French V before taking AP French. AP French is a college-level class. Students enrolled in the AP course complete specific activities and exercises designed to prepare them for a successful performance on the AP exam. Students strive to master the French language and continue to demonstrate an understanding of Francophone culture and literature through class discussions, presentations and written work. French V and AP French are taught in a combined classroom and cover the same set of topics. Those enrolled in the AP course complete additional activities and exercises designed to prepare them for the AP exam.

Students focus on the following themes: global challenges, science and technology, contemporary life, the family and the community, beauty and aesthetics, and identity and the

self. Students study the following grammar: subjunctive to express the indefinite and nonexistent, imperfect subjunctive, preterite perfect of subjunctive, and plus-perfect subjunctive. Class discussions are often focused on understanding cultural perspectives of the following topics: economy, religion and philosophy, the well-being of society, access to technology, the impact of technology in our society and in people, ethics, life styles and their impact on society, human geography, family structure, the impact of social media in our society, heroes, important characters in French history, the impact of immigration – economically and socially, and ethnic identities.

Semesters: Fall and Spring **Grade Level:** 11, 12
Credit: 1.0
Prerequisites: *Minimum of A- (90%) in both semesters of French IV or successful completion of French V; French IV teacher recommendation.*

SPANISH

SPANISH I

Spanish I introduces students to the sounds of the Spanish language and the cultures of Spanish-speaking countries around the world. Students build a basic vocabulary on a variety of topics, learn key phrases, and are introduced to the concept of verb conjugation. By the end of the course, students are able to conjugate common verbs in the present tense, form simple sentences, and maintain basic dialogues in Spanish. This course targets all four aspects of language acquisition: listening, speaking, reading, and writing. Minimum enrollment for this course requires at least four students.

Semesters: Fall and Spring **Grade Level:** 8, 9
Credit: 1.0

SPANISH II

Spanish II fosters fluency in listening and speaking, reinforces basic structural patterns in the language, develops writing and reading skills, and increases awareness and appreciation of cultural differences. Students are expected to use Spanish in all class discussions and activities. This course covers topics such as: classroom rules and extracurricular activities, daily routines, special events and fashion, directions and places around the city, people, places and situations, descriptions of past events, emergencies, heroic acts, injuries, television and film and, finally, cooking and instruction.

Students will also focus on the introductions and mastery of grammatical concepts: affirmative and negative commands, reflexive verbs, direct and indirect object pronouns, the imperfect tense and the imperfect progressive. Additionally, this course dives into cultural perspectives on schools, parties, clothing, shopping, holidays, food, and film in Spanish-speaking countries.

Semesters: Fall and Spring **Grade Level:** 9, 10, 11
Required for Graduation: Yes
Credit: 1.0

Prerequisites: *Spanish I or the completion of CSS Middle School Spanish with teacher recommendation; alternatively, a placement test score of at least 80% .*

SPANISH III

Spanish III advances student fluency through reading, writing, speaking and listening. Students learn additional structures and acquire a wide range of vocabulary while increasing awareness of cultural differences and ways of thinking in Spanish-speaking countries. Students watch cultural videos in Spanish, read articles from Spanish websites such as bbcmundo.com, and learn about Latin American and Spanish holidays, such as "El dia de los muertos." Different types of music are introduced and "salsa" lessons are performed in class. Cooking could be added to the course as well. Students participate in class discussions about different topics such as sports, art, employment, health, traditions in Latin America and Spain, in order to have an educational and engaging Spanish immersion experience. Grammar is a crucial component in our Spanish classes, students learn it in order to correctly apply it when speaking. Classes are taught in Spanish and students are expected to use Spanish in all class activities.

Semesters: Fall and Spring **Grade Level:** 10, 11, 12

Credit: 1.0

Prerequisites: *Spanish II or completion of CSS middle school Spanish with teacher recommendation*; *alternatively*, *a placement test score of 90% of above.*

SPANISH IV – GRAMMAR AND COMPOSITION

Spanish IV continues to advance student fluency in the language through reading, writing, speaking and listening. Students hone their ability to conjugate regular and irregular verbs in basic and complex verb tenses. Students also acquire a wide range of advanced vocabulary words, reinforce past vocabulary and increase awareness of cultural differences and ways of thinking. They read and analyze stories, essays and articles from a variety of sources. Students learn about American and Spanish holidays and traditions. They learn about music and cultural dances. Students research different topics, such as the outdoors and sports activities, customs, and technology, and present them to the class in order to practice Spanish, to learn about cultural activities and traditions in the Hispanic world, to compare their community and/or country with Latin America and Spain, and foremost to make learning fun and engaging. Classes are taught in Spanish and students are expected to use Spanish in all class activities.

Semesters: Fall and Spring **Grade Level:** 11, 12

Credit: 1.0

Prerequisites: *Spanish III or a placement test score of 90% of above.*

SPANISH V

In Spanish V, an emphasis is placed on refining all grammatical structures as well as developing the three modes of communication (Interpersonal, Interpretive and Presentational) defined by the Standards for Foreign Language Learning in the 21st Century. Students continue to work toward fluency and proficiency in thought and expression. In activities, discussions, presentations and written work, students demonstrate an understanding of Spanish language and cultures, make use of interdisciplinary topics, make comparisons between languages and cultures, and effectively use Spanish in real-life situations. This course is very similar to AP

Spanish, as students learn to write emails, persuasive and argumentative essays about current and interesting topics affecting the world, and multiple choice and reading comprehension activities. Students are encouraged to use advanced vocabulary in conversations and oral presentations.

Semesters: Fall and Spring **Grade Level:** 11, 12
Credit: 1.0
Prerequisites: *Spanish IV*

AP SPANISH LANGUAGE

Spanish IV students with high proficiency can take AP Spanish immediately after completing Spanish IV. Students with lower proficiencies can gain an extra year of Spanish language practice by taking Spanish V before taking AP Spanish. AP Spanish is a college-level class. Students enrolled in the AP course complete specific activities and exercises designed to prepare them for a successful performance on the AP exam. Students strive to master the Spanish language and continue to demonstrate an understanding of Spanish culture and literature through class discussions, presentations, and written work. Spanish V and AP Spanish are taught in a combined classroom and cover the same set of topics. Those enrolled in the AP course complete additional activities and exercises designed to prepare them for the AP exam.

Semesters: Fall and Spring **Grade Level:** 11, 12
Credit: 1.0
Prerequisites: *Minimum of A- (90%) in both semesters of Spanish IV or successful completion of Spanish V; and teacher recommendation.*

INTRODUCTION TO SPANISH LITERATURE

The Introduction to Spanish Literature course will immerse students in authentic resources, texts, short stories, short novels, poetry and essays from Spain, Latin America, and the United States. The course will include some Hispanic literature as well as expose students to some historical narratives and/or legends. Students will learn literary words to be able to analyze these texts and will improve their vocabulary to include in their writing, class presentations, and discussions. This course has a strong focus on cultural connections and comparisons, including exploration of various media (e.g. art, film, articles and literary criticism).

Semesters: Fall and Spring **Grade Level:** 11, 12
Credit: 1.0
Prerequisites: *Completion of, at minimum, Spanish IV.*

ARTS

The Upper School Arts program provides comprehensive training and exposure to a wide variety of artistic disciplines. The arts are considered equal to core subjects, with two years of arts classes required for graduation. Through diverse offerings students are consistently challenged in creative problem-solving, refinement of artistic techniques, and adaptability to new forms of self-expression. The Art Department believes in educating the whole individual; students find themselves performing on stage through music, acting and dance, while producing visual art in such diverse areas as metal-casting, oil painting, darkroom photography, figure drawing, ceramics, video production, printmaking and glass-working. Course titles starting with * are offered at different intervals within a three-year rotation. Semester and years offered are noted under each course description.

Classroom interaction and critique strengthen the student's artistic voice, vision, and ability to effectively communicate. Visiting professional artists provide connections to the greater community, helping to reinforce coursework within the studio environment of the arts classroom and often assist as integral elements of arts ECS courses. Every individual is provided the tools and experiences required to participate in local and regional exhibitions and to perform for a wide range of audiences. Students are encouraged to enrich their transcripts and resumes and develop personal portfolios for collegiate admissions, scholarships, and personal growth, and to develop life-long abilities in creative thinking and problem-solving.

ARTS FOUNDATIONS

This course is designed to provide exposure to the critical elements of each of three disciplines: Music, Theatre, and Visual Arts. The section of Arts Foundations dedicated to music focuses on the language, practices and possibilities of music. Students will learn to explain the music we hear, and see and have the opportunity to advance their knowledge and understanding of music in its instrumental and vocal forms. This course provides the tools to refine listening skills, enhance performance skills, and foster creativity in the budding composer/musician. The theatre component of Foundations focuses on exposing students to the fundamental skills inherent in the multiple elements of theatre. Students will be exposed to acting and characterization, movement and vocal production, pantomime and improvisation, terminology, and the elements of oral interpretation of literature. The concepts of imagination as well as developing a creative mindset are emphasized as important tools for life-long success. Through the visual arts section of the course, students develop foundations in concept, design and communication while they solidify skills in drawing, composition, color use, and working with 3-D materials. The course prepares students to engage in Upper School art electives with established skills and an ability to apply art concepts as they express their own ideas.

Semester: Spring **Grade Level:** 9
Required for Graduation: Yes
Credit: 0.50 Required

VISUAL ARTS

ADVANCED ART

Advanced Art is for exceptional art students who are excited about exploring their artistic side with more independence. Students have the opportunity to pursue more refinement in their skills, explore new areas of art, and intensely study previously experienced art forms. This course allows access to a wide variety of materials and techniques, establishes portfolio and art reviews, and creates a dialogue with professional artists. The course allows students some flexibility in level of productivity. While one student may create as many different pieces as possible, another student may focus more deeply on a fewer number of pieces. Classroom interaction and critiques strengthen the student's artistic voice, vision and ability to communicate effectively. This course will serve as the first of two courses for serious art students wishing to develop a personal art portfolio. This portfolio may be directed toward college applications, competing for awards and scholarships, taking the AP Studio Art Exam, and/or for personal growth.

Semesters: Fall and Spring **Grade Level:** 11, 12

Credit: 1.0

Prerequisites: *Junior or senior status; teacher recommendation*

Note: This course is offered every year.

PORTFOLIO STUDIO ART

This course builds on the foundations created in Advanced Art, and students add to their evolving work portfolio that they started in this prerequisite course. By the end of the year, students will have created a rich portfolio of their artwork. The development of a personal portfolio through consistent and thorough creative studies has far reaching effects into any future pursuits. Students may use their portfolio at the annual art school portfolio review to determine collegiate choices, compete in scholastic awards, and prepare materials for the AP Studio Art Exam. They are informed about and encouraged to enter various art shows and competitions, and to submit for publication.

Semesters: Fall and Spring **Grade Level:** 12

Credit: 1.0

Prerequisites: *Senior status; completion of Advanced Art; teacher recommendation*

Note: This course is offered every year.

*BRONZE CASTING

In this course, students develop models in wax and clay, practice a variety of mold-making techniques, pour molten bronze and aluminum into their creations, finish their sculptures using both hand and power tools, and apply classic patinas to complete artworks. Three-dimensional design concepts are practiced using models of various materials, leading to both freestanding sculptures and reliefs. Cast metal works from ancient Greece through contemporary artists are explored with lectures and research projects on specific artists. Aspects of metallurgy and chemistry of metals are explored and culminate in a final written exam. Students are required to

keep a sketchbook with their notes and drawings as they work their way through the many materials and techniques that must be learned to produce their cast sculptures.

Semester: Spring **Grade Level:** 10, 11, 12

Credit: 0.5

Prerequisites: *Completion of Arts Foundations*

Note: This course will be available during the 2023-2024 school year.

CERAMICS / ADVANCED CERAMICS

In Ceramics, students explore both hand-building and wheel-throwing techniques. Students use different clay techniques such as coiling, slab-rolling, and wheel-throwing to create a variety of ceramic pieces. In addition, glazing and different firing techniques are explored. The elements of art and principles of design are used to help students create work that speaks to their individuality and their observations of the world around them. Individual and group critiques are also used to help students better understand the creative decisions they make. An understanding of the process of constructing a ceramic piece from start to finish is emphasized: wedging the clay, forming the piece, adding texture or smoothing, drying, bisque-firing, glazing, and glaze-firing. Students engage in both individual and formal group critiques to analyze, interpret and evaluate artwork. Students culminate the semester with a final ceramics project. Advanced Ceramics is for students who are interested in refining technique and learning new skills such as wheel-throwing. This course allows the student to have more flexibility and independence in choosing projects while continuing to improve upon their understanding of the different processes in Ceramics. Students learn more about different firing techniques and clay bodies. Students culminate the semester with a final ceramics project.

Semester: Fall **Grade Level:** 10, 11, 12

Credit: 0.5

Prerequisites:

1. *For Ceramics: completion of Arts Foundations*
2. *For Advanced Ceramics: completion of Ceramics*

*DARKROOM PHOTOGRAPHY

Darkroom Photography explores the ability of the camera and photography to interpret a wide range of subject matter. Concentration is on making images that give the viewer new perspectives on a subject, equally emphasizing craftsmanship with creative vision. The processes of 35mm black and white film exposure, development, contact printing and enlarging are introduced and practiced. Students gain a thorough understanding of camera mechanics, darkroom developing procedures, mounting, and presentation of finished photographs. The history of photography is briefly covered, mostly in context of the innovations necessary for the invention of the modern process of photography. Students complete a series of assignments that explore fundamental characteristics of camera vision as an art form. Emphasis is placed on creating the best possible image quality.

Semester: Fall **Grade Level:** 10, 11, 12

Credit: 0.5

Prerequisites: *Completion of Arts Foundations*

*FIBER ARTS

This course is designed to give students an opportunity to explore the making and decorating of a variety of Fiber Arts. Creating textiles as both utilitarian and decorative objects will be introduced through different processes such as felting, macrame, knitting, crocheting, and weaving. Decorative processes such as embroidery and fabric dying will also be explored. In addition, a survey on creating 3-D Fiber Arts projects will be included. We will research a Fiber Arts process from different cultures and present our findings to the class. Through the creation of individualized projects using the various Fiber Arts processes, the student will have exposure to an array of textile skills and techniques. Students will be encouraged to create contemporary applications of techniques and create a variety of projects that broaden their knowledge and individual skills.

Semester: Spring **Grade Level:** 10, 11, 12
Credit: 0.5
Prerequisites: *Completion of Arts Foundations*

GLASS / ADVANCED GLASS

This course explores a wide range of historical and contemporary methods of glass-working. The class begins the challenging process of learning how to handle molten glass by working with torches to create small-scale works, beginning with bead-making and decorating. Other torch-based projects include small animal sculptures and small blown objects. The class also explores the less dexterously demanding area of kiln-based fusing, which often requires more deliberate planning and forethought. An extension of the kiln process is then culminated through the creation of slumping molds to form reliefs, vessels and abstract forms. At the advanced level, students work to design individual glass projects and create torch-worked 3-D artworks with fragile and delicate details as well as large scale sculptures.

Semester: Spring **Grade Level:** 10, 11, 12
Credit: 0.5
Prerequisites:

1. *For Glass: completion of Arts Foundations*
2. *For Advanced Glass: completion of Glass*

*JEWELRY MAKING

During Jewelry class, students will explore a variety of techniques and create different body adornments and small sculptural pieces. The elements of art and principles of design are emphasized to help guide students to create work that speaks to their individual creativity and their observations of their surroundings. Individual and group critiques are also used to help students better understand the creative decisions they make. An understanding of the process of constructing a piece of jewelry from start to finish will be emphasized: research, sketchbook drawing, design, follow-through, and refinement of new skills. Students begin with a variety of cold connections and wirework techniques, focusing on sawing, filing, riveting, wirework, hammering and polishing. When students have learned these skills, they will delve into hot techniques such as annealing and soldering. Students move through a variety of projects, which

include both sculptural work and jewelry, such as rings, bracelets, earrings, pendants and necklaces. Students will engage in both individual and formal group critiques to analyze, interpret, and evaluate artwork. Students culminate the semester with a final jewelry project.

Semester: Spring (2025) **Grade Level:** 10, 11, 12
Credit: 0.5
Prerequisites: *Completion of Arts Foundations*
Note: This course will be available during the 2024-2025 school year.

*METAL SCULPTURE

This course explores the diverse and challenging world of 3-D design and fabrication. Beginning with small-scale projects, students explore some of the methods and means of expression possible using 3-D materials including bending, curving, stretching and creating armatures. From this foundation, students begin to work with steel and other metals, and are introduced to various welding and riveting methods, as well as traditional blacksmithing techniques. Students also investigate the many possibilities of color and texture created by paint, patinas, and mechanical surfacing techniques. Each student creates at least one research presentation and a variety of sculptural projects. Keeping an active sketchbook is an important component of this class.

Semester: Fall (2025) **Grade Level:** 10, 11, 12
Credit: 0.5
Prerequisites: *Completion of Arts Foundations*
Note: This course will be available during the 2025-2026 school year.

*OIL-BASED PAINTING

This course explores a broad range of materials and techniques that operate within the oil-based medium. Some of these media are familiar to many, such as linseed or solvent-based oils, while others are less so, such as encaustic and oil sticks. Even though these media are some of the simplest forms of pigment vehicles, they each have their own specialized techniques, many of which are tied to specific periods and places in history. Students explore these diverse forms of painting as media and technique, and learn their historical contexts. Students create research presentations on artists or periods associated with these media. A wide variety of projects are completed while practicing painting technique and color theory.

Semester: Fall **Grade Level:** 10, 11, 12
Credit: 0.5
Prerequisites: *Completion of Arts Foundations*
Note: This course will be available during the 2023-2024 school year.

*PRINTMAKING

Printmaking is the multiplication of images. Historically it dates back to the Paleolithic Period when man printed his hand on cave walls. The Printmaking course provides an introduction to the different processes of multiplying images through the transference of ink to paper. In this course, students explore different types of printmaking, including the multi-unit print and the self-contained print. Students learn the techniques of intaglio, relief, linocut, and collagraph. In

addition, students are exposed to the artwork of various printmakers to gain an understanding of the different types of printmaking. Students broaden their art vocabulary related to the elements of design, develop an understanding of the properties and preparation of printmaking, and share personal expression by creating original works of art. Through research and presentation, students learn the history of printmaking as well as artists who are famous for printmaking. Students engage in both individual critiques and formal group critiques to analyze, interpret, and evaluate artwork.

Semester: Spring (2026) **Grade Level:** 10, 11, 12

Credit: 0.5

Prerequisites: *Completion of Arts Foundations*

Note: This course will be available during the 2025-2026 school year.

*STONE CARVING

In this course, students create sculptures in stone using both modern and classic techniques. Three-dimensional composition is developed while surveying the rich history of working in hard and soft stone. Materials focus is given to alabaster carving, with preliminary training of technique done with plaster forms. Students who excel with the process may continue to work into harder and more challenging limestone carving. Sketches, clay models, paper, plaster, and foam forms created while researching various artists and historical works in stone lead to the production of several stone sculptures. Hammers and chisels, power grinders, and various finishing techniques are explored. Students give presentations on their research projects and display their finished stone sculptures in the Louisa Gallery.

Semester: Fall **Grade Level:** 10, 11, 12

Credit: 0.5

Prerequisites: *Completion of Arts Foundations*

Note: This course will be available during the 2023-2024 school year.

*STUDIO DRAWING

In this course, the student learns to draw various subjects using traditional drawing media. The elements and principles of art are presented and used to create drawings of quality. Different approaches to drawing are explored using mediums like charcoal, graphite, colored pencil, ink and pastel. Focus is on developing technical skills while refining composition and design within each artwork. Homework assignments are designed to enhance the classroom projects and develop proficiency. Art History is used to reference specific developments in representation and mark-making techniques, and student research projects are orally presented to the class along with visual references. Through demonstrations, exercises and completed works, the student exhibits growth in drawing skills. In writing critical analyses of completed works, the student evaluates their own success and develops an understanding of the language of art.

Semester: Fall (2025) **Grade Level:** 10, 11, 12

Credit: 0.5

Prerequisites: *Completion of Arts Foundations*

Note: This course will be available during the 2025-2026 school year.

*VIDEO PRODUCTION

Video Production is an introduction to video/audio production. Students produce both short and long movies, taking each project from pre-production, through shooting video to the editing process, and finally, the sharing of an independent movie. Students learn techniques in using video cameras, gimbals, microphones, audio, basic lighting, and iMovie/Adobe Premier. In addition, students review the basic elements of composition, narrative, storyboarding, and how to create a documentary. Students produce streamlined videos, stop motion projects, silent movies, interviews, narratives, PSAs, and more. Students will engage in both individual critiques and formal group critiques to analyze, interpret, and evaluate the movie making process and the final cut. Students culminate the semester with a final documentary project.

Semester: Fall (2024) **Grade Level:** 10, 11, 12

Credit: 0.5

Prerequisites: *Completion of Arts Foundations*

Note: This course will be available during the 2024-2025 school year.

*WATER-BASED PAINTING

This course explores a range of materials and techniques that operate within an aqueous medium. Some of these media are familiar to many, such as watercolor or acrylic painting, while others are less so, such as dyeing, fresco, or egg tempera. Even though these media are some of the simplest forms of pigment vehicles, they each have their own specialized techniques, many of which are tied to specific periods and places in history. Students explore these diverse forms of painting as media and technique, as well as in historical context. Students create research presentations on artists or periods associated with these media. Major projects completed while practicing painting technique and color theory are based on modern watercolor and acrylic approaches.

Semester: Fall (2024) **Grade Level:** 10, 11, 12

Credit: 0.5

Prerequisites: *Completion of Arts Foundations*

Note: This course will be available during the 2024-2025 school year.

*WOODWORKING & WOODCARVING

In this hands-on course, traditional woodcarving techniques are used to create three-dimensional sculptures and relief carvings. As time permits, techniques and processes for furniture, lathe work and cabinet-making projects are introduced. Particular focus will be given to understanding the nature of wood properties and types, and include demonstration of various carving techniques. These include knife work, hammer and chisel, router and chainsaw, followed by various surface treatments.

Semester: Fall (2024) **Grade Level:** 10, 11, 12

Credit: 0.5

Prerequisites: *Completion of Arts Foundations*

Note: This course will be available during the 2024-2025 school year.

THEATRE

*ACTING / SCREENPLAY FOR THE CAMERA

Acting / Screenplay for the Camera is a class offered for the student who may be interested in how to act or write for film or commercials. Students explore and understand the basics of play/screenwriting, acting for film, copyediting, and how to set up basic shots with the camera. In this class, students will write, act and produce short bits of content, trailers, advertisements, documentaries, scenes, etc. Basic understanding of video editing, costuming, and equipment(mics, recording equipment) will be explored.

Semester: Fall **Grade Level:** 10, 11, 12
Credit: 0.5
Prerequisites: *Completion of Arts Foundations*

*SCENE STUDY AND DIRECTING

This course is designed to give students the tools to properly analyze, deconstruct and reconstruct a scene. Students will explore the techniques of the great acting teachers; Stanislavski, Meissner and Uta Hagen. Students will also use their leadership skills to direct scenes. They will learn the basics of staging theatre in a proscenium, thrust, and in the round. Emphasis will be placed on the dynamics of how acting and staging work together to tell a story.

Semester: Spring **Grade Level:** 10, 11, 12
Credit: 0.5
Prerequisites: *Completion of Arts Foundation*

*STREET PERFORMANCE/ GUERILLA THEATRE

This class will approach performances using unconventional staging methods. Street performing (busking) and Guerilla theatre explore spontaneous, surprise performances in places outside of a traditional theatre. Actors will learn techniques to create a performance space, and to capture an unwitting audience. Areas of street performance include street magic, duet comedy, and circus techniques. When exploring Guerilla theatre, actors will learn how to adapt meaningful scenes to public places. Actors will use their individual talents to create a performance that entertains or delivers a message. This class is perfect for students who have a wide range of skills that are looking for ways to showcase their abilities outside of a traditional theatre setting. Think Vaudeville with a purpose.

Semester: Fall (2024) **Grade Level:** 10, 11, 12
Credit: 0.5
Prerequisites: *Completion of Arts Foundations*

*MOVEMENT AND THE ENSEMBLE

This course involves intensive physical activity. If you are an off-season athlete looking for conditioning and physical arts training, this class is for you! Students will engage in stage

movement theory as it relates to the individual as well as the ensemble. Stage combat, Pantomime, and Dance will be the focus of the individual. Physical theatre, Clowning, and Ensemble work will be the focus of the ensemble. As the ensemble, students will use the Laban Efforts, and Bogart's Viewpoints, and Brechtian techniques as a guide through physical exploration. Calisthenic training and balance work is crucial to a performer's success and will be integrated into the course. This class is not for the casual theatre enthusiast.

Semester: Spring (2025) **Grade Level:** 10, 11, 12
Credit: 0.5
Prerequisites: *Completion of Arts Foundations*

*TECHNICAL THEATRE

This course exposes students to the world of technical theatre. They learn about stage management, lighting, sound, props, set design, set construction, marketing, makeup and costumes. Students learn basic skills and vocabulary in each discipline. Students learn about the scene shop, the various tools involved, and scene shop safety. All of the skills involved in this class transfer well to other areas whether they choose a career in theatre or not. Special emphasis will be placed on an individual's aptitudes in the second half of the course.

Semester: Fall (2025) **Grade Level:** 10, 11, 12
Credit: 0.5
Prerequisites: *Completion of Arts Foundations*

*IMPROVISATION

This course introduces students to the elements of the improvisational stage. Students develop their quick thinking skills and begin to understand the concepts and elements that are necessary to properly construct and participate in an improvisational performance. Students will study short form and long form improvisation. Characters, accents, props, and physicality will be explored to create improvisational scenes. Students will also explore the devised process to create a fully original and improvised narrative. The study will culminate in a performance of the troupe as organized by the students.

Semester: Spring (2026) **Grade Level:** 10, 11, 12
Credit: 0.5
Prerequisites: *Completion of Arts Foundations*

*THE PERFORMANCE PORTFOLIO

This course is designed for performers who are serious about building a body of work to present professionally. This course will prepare students for the professional world of performance and entertainment. They will prepare for the audition process, research pathways to professional representation, and build a portfolio of 6-8 pieces of performance in their discipline. Whether a student is a singer, actor, or dancer, this course is designed to build a portfolio of recorded work to showcase to any potential employer outside of The Colorado Springs School.

Semester: Spring (2026) **Grade Level:** 10, 11, 12
Credit: 0.5
Prerequisites: *Completion of Arts Foundations*

MUSIC

BAND

The Upper School Band is a performing arts ensemble that integrates students from the 9th, 10th, 11th, and 12th grades. This ensemble places emphasis on the student's ability to command or grasp the knowledge, skill, creativity and artistic sensitivity required when performing instrumental music. Students refine instrumental technique, enhance their musicianship and aesthetic awareness, elevate their ability to read music, adjust intonation, understand differences in style, and identify the importance of teamwork within the ensemble.

A wide variety of music literature is used to challenge this group's versatility and expand their vision for the vast possibilities instrumental music has to offer. Students are presented with opportunities to have solos, perform in small ensembles, and take on other leadership roles. Upper School Band is not considered a beginning band experience; however, students who are new to an instrument and have a serious desire to participate in this type of ensemble can successfully integrate themselves into the band. Interested students who find themselves in this situation will receive support from the Band Director, Upper School Band mentors, and possibly through private lesson instruction. Students also play an active part in discussions on the selection of music, the sharing of great recordings to develop listening skills, and in supporting and energizing both the school and the local community. Upper School Band students participate in a variety of concerts throughout the school year (including the CSS Winter and Spring Concerts, the school's Commencement Exercises, and occasionally other public performances). This is a year-long course of study and a year-long commitment to the ensemble.

Semester: Fall and Spring **Grade Level:** 9, 10, 11, 12
Credit: 1.0

VOCAL ENSEMBLE

The Upper School Vocal Ensemble integrates students from the 9th, 10th, 11th, and 12th grades as they work as a team in preparation for performances. Although some background in music is helpful, prior experience or training is not required. This ensemble places emphasis on the student's ability to command or grasp the knowledge, skill, creativity and artistic sensitivity required in performing vocal music. A wide variety of music literature and styles are used to challenge this group's versatility and expand their vision for the vast possibilities vocal music has to offer. It draws on repertoire from diverse traditions, including Western classical music, world folk music, and jazz, this full-year course explores the art of ensemble singing. Students are presented with opportunities to have solos, perform in small ensembles, and take on other leadership roles. Upper School Vocal Ensemble students participate in a variety of concerts throughout the school year, including the CSS Winter and Spring Concerts, the school's Commencement Exercises, and occasionally other public performances. This is a year-long course of study and a year-long commitment to the ensemble.

Semester: Fall and Spring **Grade Level:** 9, 10, 11, 12
Credit: 1.0