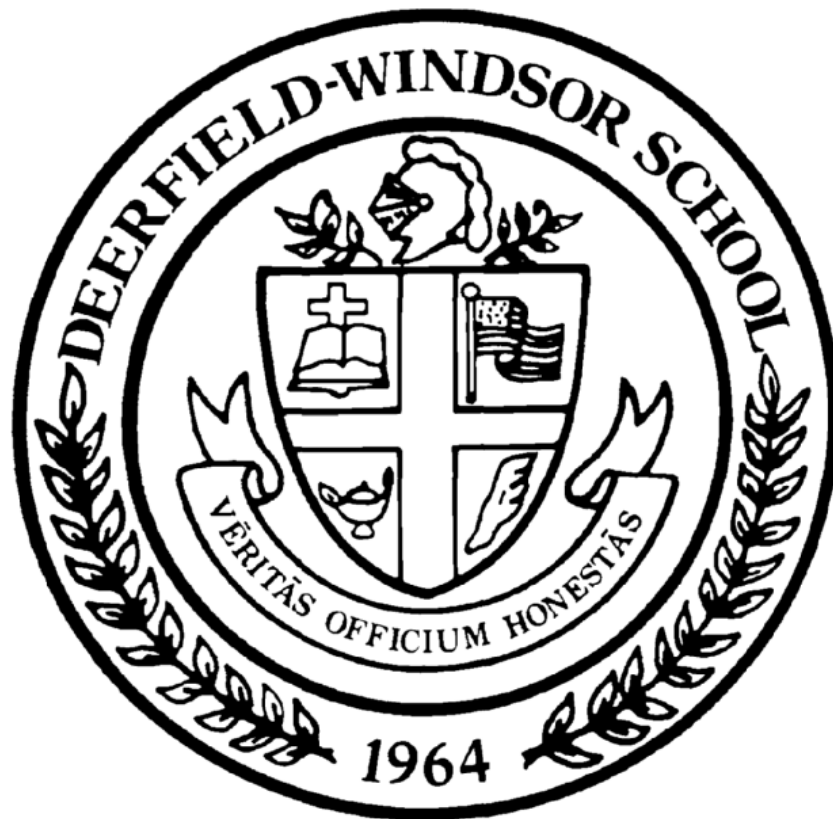


# DEERFIELD-WINDSOR SCHOOL

Upper School

Course Descriptions  
2023-2024



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# FINE ARTS

## VISUAL ART

Art uses a visual language to communicate ideas. Once the viewer understands the language, a whole world is open that was previously considered elite. The process of making art lends itself to problem solving and creativity. In the Visual Art classes at Deerfield-Windsor School, a multi-faceted approach to learning about Art is explored. Expect to explore the aesthetic, critical and historical elements of art as well as producing studio pieces. Like writing, and most expressive subjects, Art is a process that leads to a product. Skills and techniques are important, but no more so than open mindedness, and the willingness to take risks.

**AP Studio Art** – AP Studio Art and Design is a college level course taught in a high school setting. Students have the opportunity to study Advanced Placement drawing, two-dimensional or three-dimensional art. Formal visual concerns, technical skills, and conceptual issues are addressed through creative means in both teacher-directed assignments and student-directed projects. Students have the opportunity to compile a portfolio of their work for submission to the College Board in May; submissions will be in the form of digital images and actual work. The creation of an AP Studio Art portfolio is an involved and personal process of discovery which is dependent on the student's unique thinking and problem-solving skills. It is hoped that this course not only helps students to produce an excellent body of artwork but also introduces students to the richness of the creative process on a personal level, opens the door to personal discovery, and allows students to make meaningful contributions to the greater culture. A passing score allows the student to obtain college credit as allowed by the individual AP credit policies of colleges and universities.

**Visual Arts I** – Introduction to Visual Arts is a class designed to explore the many facets of art such as exploring and learning new artistic styles and techniques, experimenting with various types of media used to create art, completing studio projects, learning art history, communicating through written and oral critique, and researching. Areas of concentration include the Elements and Principles of art, drawing, painting, and sculpture. Students develop a visual and structural understanding of both 2-D and 3-D processes with an emphasis on observation and effective utilization of materials, processes and concepts relating to the Elements and Principles of Design.

**Visual Arts II** – This course is an advanced course designed for the highly motivated student who is interested in further exploration of various art forms and media. Students develop a visual and structural understanding of approaches to two and three dimensional systems with an emphasis on observation, effective utilization of materials, processes, and concepts relating to both the Elements and Principles of design. Students examine, experiment, and create works of art using a variety of media and are exposed to various mediums, artists, genres, cultures and movements in art as they relate to various class and independent projects.

**Digital Photography** – This course is an introduction to the photographic medium through assignments, studio applications, and theoretical studies. Students examine and learn a variety of skills including camera mechanics, image development, photographic printing techniques, and an understanding of the camera and lens (including f-stop, shutter speed, lighting and exposure). Students also create a photographic body of work and gain critical thinking skills through visual and written research of various historical and contemporary photographers, photographic approaches and methods, class discussions and group critiques.

**Yearbook: Marketing** – This semester course introduces students to the business aspect of the yearbook. Students learn, understand, and practice skills in selling and designing advertisements, maintaining complete and accurate financial records, and designing senior tributes and portrait pages. Students develop skills in advertising layouts, design and time management. This course is a first semester course with entry only by application; however, with reapplication, students may continue in this course through senior year.

**Yearbook: Literary** – This year-long course introduces the theory and practice of journalism including writing, design and photojournalism. The primary purpose of this course is to produce a quality yearbook employing the current standards of high school journalism. A second goal is to document the school community through events and activities. Staff members are responsible for all of the writing, photography, design planning, and layouts for the Excalibur yearbook. Staff members have the opportunity to attend workshops and develop the necessary skills for publication. While working on this publication, staff members develop a sense of personal pride and responsibility as well as enhance the important skills of time management and perseverance. Entry into the course is by application only; students may reapply to continue in this course through their senior year.

**Graphic Design**– This course will give students a foundation in Graphic Design by introducing them to the various aspects of the Graphic Design field. The designer works with a variety of communications tools (Canva, Imovie) in order to visually convey a message for a client's product or service to a particular target audience. Students will work on projects in a classroom environment that simulates a real-world design studio. They will be introduced to the basic design principles and processes that must be followed in order to successfully complete projects that meet specific criteria.

## **PERFORMING ARTS**

**Band** – This course provides students with learning and performance opportunities on a wide variety of “modern day” instruments (acoustic guitar, electric guitar, bass guitar, ukulele, piano, and drums) as well as the traditional wind and percussion instruments. The primary focus is on the development and expansion of skills that are necessary for effective instrumental music performance, while maintaining a fun and exciting musical environment. In addition to large group ensembles, individual growth and achievement are encouraged through participation in solo and small ensembles and honor bands.

## **Fine Arts Electives**

Electives offered are drawn from the list below and may vary from year to year.

**Cultural Arts** – This course revolves around two main aspects of art practice: theoretical practice and art-making practice. Investigative strategies, critical thinking, comparative analysis and reflection will be used to examine various art forms and artists from different times, places and cultures. Students will investigate different techniques and processes, inquiring into contextual evolution. Students will explore ways of communicating knowledge in both visual and written forms. Through exploration and experimentation the student will discover and apply a variety of artistic techniques. Students will

develop their own ideas and concepts throughout the explorative process and with reflection and self-evaluation produce a considered body of work.

**Ethnic Music Studies (Bob Marley and the Beatles)** – This course provides an understanding and appreciation of music in general. Particularly, this class explores in detail the contributions to music by the Beatles and Bob Marley as well as the poetry, musical genre, and philosophical perspectives that informed these artists.

## HUMANITIES

The Upper School Humanities curriculum comprises courses in English and Social Studies. Whenever possible, cross-curricular connections are made between English and Social Studies courses, in order to emphasize the interconnectedness of knowledge.

In English and History, a student's eligibility for Accelerated (AC), College Prep (CP), or Advanced Placement (AP) classes is determined by a committee comprising the department head, the student's current teacher, and the student's future teacher. Students are evaluated using the following criteria:

- PSAT verbal scores (or equivalent test scores)
- Academic performance during the current year (grades on major assessments, critical reading level, aptitude for critical thinking, writing ability, and ability to work independently and conscientiously)
- An academic writing sample

## ENGLISH

9th Grade – One of the following is required.

**CP English I: Literature and Composition** – This foundational course focuses on the skills students need for critical reading and analysis of, and writing about, imaginative and informational writing. Students read and write about poetry, short stories, novels, plays, and non-fiction texts drawn from World Literature. Students practice process writing of narrative, informational, analytical, and argumentative papers; develop speaking and listening skills in a variety of contexts; learn how to conduct and present research; develop grammar and vocabulary; and learn how to use technology appropriately.

OR

**AC English I: Literature and Composition** – This foundational course introduces students to the skills needed for critical reading and analysis of, and writing about, imaginative and informational texts. Students read and write about poetry, short stories, novels, and plays drawn from World Literature. Students practice process writing of narrative, informational, analytical, and argumentative texts; develop speaking and listening skills in a variety of contexts; learn research skills and how to present research; develop grammar and vocabulary; and learn how to use appropriate technology. Students are introduced to rhetorical strategies and techniques and begin learning how to analyze rhetorical choices. The accelerated course, designed for students with above-average reading and writing skills, requires students to read more challenging texts and to engage in deeper levels of critical thinking and more advanced academic and creative writing assignments than CP English I.

10th Grade – One of the following is required.

**CP English II: World Literature and Composition** – This course builds on, and extends, the reading, writing, speaking, listening, and technology skills acquired in English I. Students read, research, and write about imaginative and informational texts from all over the world, in order to expand their

understanding of different cultures and experiences. Texts focusing on issues relating to how different societies govern themselves are chosen to support and expand students' study of Government and Economics in Social Studies. They continue to develop their skills in critical reading and analysis; in writing narrative, informational, analytical, and argumentative texts; and in conducting and presenting research. Vocabulary, grammar, discussion, and technology skills are also developed.

OR

**AC English II: World Literature and Composition** – This course builds on, and extends, the reading, writing, speaking, listening, and technology skills acquired in AC English I. Students read, research, and write about imaginative and informational texts from all over the world, in order to expand their understanding of different cultures and experiences. Texts focusing on issues relating to how different societies govern themselves are chosen to support and expand students' study of Government and Economics in Social Studies. They continue to develop their skills in critical reading and analysis; in writing narrative, informational, analytical and argumentative texts; and in conducting and presenting research. Vocabulary, grammar, and technology skills are also developed. The accelerated course requires students to read more challenging texts and to engage in deeper levels of critical thinking, reading, and writing than CP English II.

*11th Grade – One of the following is required.*

**CP English III: American Literature and Composition** – This course builds on, and extends, the reading, writing, speaking, listening, and technology skills acquired in English I and II. Students read, research, and write about American imaginative and informational texts, in order to expand their understanding of the American experience and how American writers have represented its many facets. They continue to develop their skills in critical reading and analysis; in writing narrative, informational, analytical and argumentative texts; and in conducting and presenting research. Vocabulary, grammar, and technology skills are also developed.

OR

**AC English III: American Literature and Composition** – This course builds on, and extends, the reading, writing, speaking, listening, and technology skills acquired in AC English I and II, and serves as a bridge to AP Literature and Composition. Students read, research, and write about American imaginative and informational texts in order to expand their understanding of the American experience. They continue to develop their skills in critical reading and analysis; in writing narrative, informational, analytical and argumentative texts; and in conducting and presenting research. Vocabulary, grammar, and technology skills are also further developed. The accelerated course requires students to read more challenging texts and to engage in deeper levels of critical reading, thinking, and more advanced writing assignments than CP English III.

OR

**AP English III: Language and Composition** – This college-level course prepares students for the AP exam by emphasizing process writing of personal, expository, argumentative, and synthesis essays. The course focuses on the study of rhetorical choices and their impact on delivery and understanding of texts. In addition, students practice critical reading and analysis of non-fiction and fiction; develop

grammar and vocabulary; and use technology wherever appropriate. The course is equivalent to a full-year college course in English and prepares students for the AP exam. A passing score allows the student to obtain college credit as allowed by the individual AP credit policies of colleges and universities.

12th Grade – One of the following is required.

**CP English IV: British Literature and Composition** – Building on the skills taught in CP English I, II, and III, this course prepares students for college-level writing. While literary texts may vary from year to year, the same core skills and competencies are taught: critical reading and analysis of texts, and writing narrative, informational, analytical, and argumentative texts. Conducting and presenting research are taught through the completion of the Capstone Project, a year-long project devoted to researching and writing an extended research paper. Vocabulary, grammar, and technology skills are also further developed.

OR

**AP Literature and Composition** – This is an advanced course in the critical reading and written analysis of imaginative literature in English, as well as in composition and research. The course covers novels, short stories, plays, and poetry drawn from world literature available in English. Conducting and presenting research are taught through the completion of the Capstone Project, a year-long project devoted to researching and writing an extended research paper. Vocabulary, grammar, and composition skills are also emphasized. The course is equivalent to a full-year college course in English and prepares students for the AP exam. A passing score allows the student to obtain college credit as allowed by the individual AP credit policies of colleges and universities.

## English Electives

Electives offered are drawn from the list below and may vary from year to year.

**Broadcast Journalism I** – This semester course introduces students to a path of new interest by experiencing the many facets involved in developing a live broadcast. By working both on and behind the camera, students learn the many skills required for production of a broadcast, including collaborative skills and time-management skills required to meet production deadlines. This class engages students with the history, ethics, and production skills of broadcast journalism through hands-on, collaborative experiences with Imovie; thus, students develop a deeper knowledge of the differences in journalism beyond print.

**Print Journalism I-III** – This semester course develops and/or enhances skills required to write clear, interesting and accurate articles, as well as learn the nuts and bolts of working on a newspaper, through the process of publishing periodical issues of *The Excelsior*. Each member of Journalism contributes to each issue of the paper and is actively involved in the editing and layout process. Students learn the responsibilities required of a working editor and publisher through the Indesign program.

## SOCIAL STUDIES



9th Grade – The following is required.

**Modern World History** – This course encompasses the study of world history from the middle ages to our modern world. This writing-intensive course explores the history of Africa, the Americas, Asia, Europe, and Oceania from approximately 1200 AD to the present. Students apply historical reading and analysis skills as we explore both primary and secondary sources. In addition, students will be asked to articulate various sides of a historical issue and create reasoned arguments about the past. The goal is to not only delve into the who, the what, and the where, but also the why and the how.

10th Grade – One of the following is required: *CP Government and Economics, two semester courses, OR AP United States Government and Politics, a year-long course.*

**CP Government** – This semester-long survey course provides a basic understanding of the formal and informal systems and relationships that govern the nation. From the three branches of government and the role of interest groups, to voting and the democratic election process, students learn and understand the dynamic relationships among individuals, groups, and institutions in the democratic system. The goal is to provide students with the knowledge necessary to become informed and active citizens in the American government system.

AND

**CP Economics** – This semester course introduces students to the principles and applications of economics and examines both microeconomic and macroeconomic principles. Topics include the law of supply and demand, the banking system, financial and equity markets, and the role of government in the American economy.

OR

**AP United States Government and Politics** – The course in A.P. U.S. Government and Politics is the equivalent of an introductory college course in American Government. The course provides students with an analytical perspective on the institutions and processes of government and politics in the United States and explores the political theory and everyday practices that direct the daily operation of our government and shape our public policies. AP U.S. Government and Politics is designed to meet two goals: to provide students with the knowledge necessary to become informed and active citizens in the American government system and to achieve success on the AP U.S. Government exam. A passing score allows the student to obtain college credit as allowed by the individual AP credit policies of colleges and universities.

11th Grade – One of the following is required.

**CP United States History** – This course examines American history from its beginnings to the present. Topics include the competition of the European powers for the New World; the Revolution; the early development of government; the Civil War; the emergence of the United States as a world power in the 19<sup>th</sup> and 20<sup>th</sup> centuries; and the issues facing the United States from the post-war period to the present day.

OR

**AP United States History** – This course examines American history from 13,000 BC to the present. Topics include the competition of the European powers for the New World; the Revolution; the early development of government; the emergence of the United States as a world power in the 19<sup>th</sup> and 20<sup>th</sup> centuries; and the issues facing the United States from the post-war period to the present day. In order to prepare students for the AP exam, students are taught analytical and writing skills that permit them to consider critically the problems of US History. Students learn to assess historical materials and weigh evidence and interpretations presented in historical scholarship. The course is equivalent to a college course in U. S. History and prepares students for the AP exam. A passing score allows the student to obtain college credit as allowed by the individual AP credit policies of colleges and universities.

**12th Grade** – *This course is not a required course.*

**AP European History** – This course examines European history from 1450 to the present and focuses on seven themes: interaction of Europe and the world, economic and commercial development, cultural and intellectual developments, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. Students complete extensive readings and apply historical reading and analysis skills as we explore both primary and secondary sources. As this is a writing intensive course, students also complete a number of writing assignments including short answer questions, document-based questions, and long essay questions. This course is equivalent to a college course and prepares students for the AP exam. A passing score allows the student to obtain college credit as allowed by the individual AP credit policies of colleges and universities.

## **Social Studies Electives**

Electives offered are drawn from the list below and may vary from year to year.

**Comparative World Religions I** – Comparative World Religions I is an elective course of study for juniors and seniors. This semester course involves students in the systematic discovery of what the major religions of the world teach, the world views they promote, and the sacred texts they have produced. Students are exposed to the time-honored virtues taught by the religions of the world (e.g., compassion as exemplified in the “golden rule”), as well as the metaphysical framework in which each religion is couched. Students explore the philosophy and holy texts of all religions that do not properly fit into the Abrahamic family of faiths--i.e., Buddhism, Hinduism, and Jainism, in contrast to Judaism, Christianity, and Islam.

**Comparative World Religions II** – Comparative World Religions II is an elective course of study for juniors and seniors, and continues and complements Comparative World Religions I. However, Comparative World Religions I is not a requirement for Comparative World Religions II. This semester course involves students in the systematic discovery of what the major religions of the world teach, the world views they promote, and the sacred texts they have produced. Students are exposed to the time-honored virtues taught by the religions of the world (e.g., compassion as exemplified in the “golden rule”), as well as the metaphysical framework in which each religion is couched. In this second course students explore the philosophy and holy texts of all religions that properly fit into the Abrahamic family of faiths--i.e., Judaism, Christianity, and Islam.

**Current Issues: Sports in American History and Contemporary Society** – This course provides a long view of sports in American history and what sports tells us about society today. The course examines how sports have influenced American society, and in turn, how larger societal trends have manifested themselves in sports. The course explores how athletes have changed; how what is considered an athlete has changed; and what role athletes play in American life. All told, this course is concerned with what sports can tell us about America writ large.

**Ethics** – This semester course involves students in the systematic discovery of “the good,” as it is understood in various cultures. Students are exposed to time-honored virtues such as self-discipline, compassion, honesty, leadership, and responsibility. Students study meta-ethical issues, such as whether or not there are objective moral values and what relation those values may or may not have to God. Students participate in philosophical discussions regarding ethical options (e.g., antinomianism and utilitarianism) and how those options relate to moral issues (e.g., abortion and euthanasia).

**The Humanities (Western Canon)** — is an elective, one semester course available to all juniors and seniors interested in exploring the texts that were instrumental in shaping Western culture and civilization. The student will spend time reading multiple parts of the Bible, as well as the best insights the Greeks (e.g., Plato and Aristotle) and the Romans (e.g., Cicero and Seneca) had to offer. Time-honored themes and questions, such as “who am I?” “what is my place in this world?” “what is the good life?” “what is virtue?” will occupy most of the student’s attention while working through this material. The course moves chronologically, beginning in antiquities with the creation stories of the Hebrew Bible and ending in the late classical period with *The Confessions* of St. Augustine.

**Local History** – This semester course explores the history of Albany, GA and the surrounding region. Topics include the Lower Muskogee Creek Tribe, the founding of Albany, the effects of the Civil War and Reconstruction, life in Albany during the 20th century, the Albany Movement, Albany today, and Albany tomorrow. This course is for individuals who want to explore the world around them and the rich history and resources of our community.

**Sociology in Cinema** – This semester course introduces students to the study of society. Students develop their own sociological imaginations as they learn about the methods sociologists use to study society, socialization and the construction of reality, and social inequality. This course also connects and utilizes skills from related fields including history, anthropology, psychology, and other social sciences. Students analyze sociological principles through the viewing of films that introduce the sociological principles that govern the world.

**U. S. History in Film: Civil War and Reconstruction** – Using the medium of film, this course broadens students’ knowledge of the Civil War era, roughly defined as the years between 1820 and 1877. The goal is for students to leave this class with a broad understanding of the origins of the sectional crisis; the salient people, events, and historical processes that shaped the course of the war itself; and the successes and failures of Reconstruction. Students engage with both primary and secondary sources and hone their ability to write about and discuss each.

## MATHEMATICS

A student's eligibility for College Prep (CP), Accelerated (AC), or Advanced Placement (AP) classes is determined by a committee comprising the department head, the student's teacher, and the student's future teacher. Students are evaluated using the following criteria:

- PSAT math scores (or equivalent test scores)
- Academic performance during the current year (grades on major assessments, aptitude for critical thinking, and ability to work independently)

*The following is required if AC Algebra I is not taken in the 8th Grade.*

**Algebra I** – This course is an extensive exploration of the basic properties of mathematics on algebraic expressions. Students learn to recognize and develop patterns using tables, graphs and equations and use these patterns to investigate linear, exponential and parabolic relationships.

*One of the following is required.*

**CP Geometry** – This course explores the basic concepts of lines, angles, triangles, quadrilaterals, circles, areas of plane figures, surface areas of solids, volumes of solids, similarities, and an introduction to right triangle trigonometry. Students learn to use the tools of geometry in problem solving applications and analysis.

OR

**AC Geometry** – This course provides a more in-depth examination of the topics of CP Geometry . This accelerated course requires students to engage in deeper levels of critical thinking and more extensive problem solving and analysis than CP Geometry.

*One of the following is required.*

**CP Algebra II** – In addition to reviewing fundamental Algebra I topics, students explore and understand rational expressions, irrational and complex numbers, quadratic equations and functions, and equations and numerical methods. Problem-solving skills are further developed through exploration and application.

OR

**AC Algebra II** – This course provides a more in-depth examination of the topics in Algebra II as well as the study of conjunctions, disjunctions, a more in-depth study of functions, direct and inverse variation, linear systems, quadratic relations, conics and matrices. This accelerated course requires students to engage in deeper levels of critical thinking and more extensive problem solving than CP Algebra II.

*At least one of the following is required. (Graduation requirement: 4 units of high school mathematics)*

**College Algebra** – In addition to a review of fundamental Algebra concepts, this course further develops problem solving skills through the study of equations and inequalities, the Cartesian Plane and graphing, functions and their graphs, polynomial and rational functions, and exponential and logarithmic functions.

**CP Precalculus** – This course builds upon and expands on the topics of College Algebra including functions, complex numbers, and logarithms, and problem solving skills are further developed. Critical thinking skills are further developed through the study of basic trigonometry concepts including circular function definitions, right triangle trigonometry, trigonometric identities and equations as well as applications of each. Students continue to strengthen their ability to solve problems through exploration and application.

**AC Precalculus** – This course prepares students for AP Calculus. It includes the study of advanced algebra topics such as functions (including exponential and logarithmic functions), complex numbers, and analytic geometry as well as the study of trigonometry (including circular function definitions, right triangle trigonometry, trigonometric identities and equations) and its applications. This accelerated course requires students to engage in deeper levels of critical thinking and more extensive problem solving and analysis.

**AP Calculus (AB)** – This Advanced Placement course includes the study of the basic concepts of calculus such as limits and continuity, differentiation and its applications, and integration and its applications. A multi-representational approach to calculus is emphasized, with concepts, results, and problems expressed numerically, analytically, graphically, and verbally. The course is equivalent to a college course in calculus and prepares students for the AP exam. A passing score allows the student to obtain college credit as allowed by the individual AP credit policies of colleges and universities.

## **Mathematics Electives**

Electives offered are drawn from the list below and may vary from year to year.

**ACT Math** - This semester course covers all topics that are on the math portion of the ACT. Students review content, learn test taking tips and work on timing. Sample ACT tests are given to provide feedback for each student.

**Statistics** – This course is an elective, one semester course that covers the basic concepts and goals of statistics. Students learn to organize and describe sets of data and make data easier to understand by finding averages, trends and variations.

**AP Statistics** – This Advanced Placement course covers the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes of exploring data, sampling and experimentation, anticipating patterns, and statistical inference. The course is equivalent to a college statistics course and prepares students for the AP exam. A passing score allows the student to obtain college credit as allowed by the individual AP credit policies of colleges and universities.

**3D Modeling and Printing** - This is a semester long STEM course that teaches students basic drafting techniques through the study of geometric constructions which then leads to working with Computer Aided Design (CAD). With the use of CAD, students will create 3D models and assemblies throughout the semester. This will give the students the opportunities to create projects that will be 3D printed.

**Finance-** This semester course introduces students with the fundamental principles of finance. The two key concepts developed in the course will be 1) the time value of money; and, 2) the trade-off between risk and return. This is a 'tools' course that will provide you with the skills to analyze a wide range of financial decisions. A major emphasis in the class will be on learning how to think systematically about financial valuation and how to apply these insights to a variety of business (e.g., capital budgeting decisions) and personal (e.g., retirement planning, automobile and mortgage loans) financial problems.

## PHYSICAL EDUCATION

The Physical Education Department provides instruction in team sports, individual sports, dual sports, and fitness. Overall physical fitness and living a healthy lifestyle is emphasized. Team sports include softball, basketball, flag football, soccer, speedball, and volleyball. Individual and dual sports include badminton, tennis, archery, disc golf and pickleball.

The criteria for grades in the Physical Education Department include attendance, participation, and acquisition of skills. Absences from class affect a student's grade and credit given. In order to receive credit for this class, the student must actively participate in 90% of the activities. This means that students absent and/or not participating due to sickness, injury or failure to dress in required PE attire, in excess of ten (10) days per semester, will not receive credit and must repeat that semester for credit needed.

School related absences are credited. If an unexpected injury occurs and the student is unable to participate in PE, the student will be assigned to a study hall.

**Conditioning** – This course develops a student's cardiovascular system, muscular strength, endurance, flexibility, coordination and various sports specific muscular actions. This course is very intense. While athletes are encouraged to register for this course, the course is not limited to athletes.

**Lifetime Sports** – This course is designed to improve skill in and understanding of various team sports. Activities are rotated each semester to ensure a broad spectrum of team sports. Lifetime sports develops the concept of team achievement as well as the development of the sport related skills.

**Personal Fitness** – This course is designed to develop a student's cardiovascular system, muscular strength, endurance, flexibility, and balance, as well as educate them on nutrition, positive mental health & body image, and time management. The course provides opportunities to try many different types of fitness activities. The ultimate goal is to promote individual fitness and a healthy lifestyle.

**The following courses may not be offered every year:**

**Outdoor Education**– This course, offered in the summer, is designed to promote a love for the outdoors. The course provides opportunities for disc golf, rock climbing, team building, kayaking, archery, hiking, and wilderness survival. As this is an outdoor intensive class, water and snacks should be brought to maintain energy levels throughout activities. There is an additional charge for this summer course.

## SCIENCE

A student's eligibility for College Prep (CP), Accelerated (AC), or Advanced Placement (AP) classes is determined by a committee comprising the department head, the student's teacher, and the student's future teacher. Students are evaluated using the following criteria:

- Academic performance during the current year (grades on major assessments, aptitude for critical thinking, and ability to work independently)
- Level of and performance in mathematics classes (for chemistry and physics)

9th Grade – The following is required.

**Physics I** – This course introduces the essential concepts of physics without the rigors of advanced mathematics. However, since students use simple algebraic equations to verify concepts learned, students should have successfully completed or be concurrently enrolled in Algebra I. The purpose of this course is to provide a view of physical reality by introducing the central ideas, principles, concepts, and relationships of physics. Students learn through participation and experimentation in the classroom and laboratory experiences. Physics I emphasizes qualitative understanding as well as quantitative problem solving.

10th Grade – One of the following is required.

**CP Biology** – Introductory biology places equal emphasis on molecular/cellular biology and organismal biology. The objective of the course is to instill a basic comprehension of life - its unity and diversity, its structure and regulation. Laboratory work parallels reading and lecture and includes a six-week lab block on the dissection of the fetal pig.

OR

**AC Biology** – This accelerated course provides a more in depth examination of the concepts of CP biology and requires a deeper level of critical thinking. Accelerated Biology closely resembles a pre-AP Biology course to accommodate those students who wish to take Advanced Placement Biology as a senior and/or to prepare students for various basic biology courses taught at the college level. There is an extensive laboratory assignment block on the dissection of the fetal pig.

11th Grade – One of the following is required.

**CP Chemistry** – General chemistry emphasizes the importance of chemistry in everyday life as well as its relationship to other academic areas of study. Topics include atomic and molecular structure, periodicity, chemical reactions, stoichiometry, thermodynamics, gas laws, and solutions. Chemistry builds critical-thinking abilities through problem-solving, laboratory techniques, and data analysis as well as by encouraging students to relate the information to their everyday lives and choices.

OR

**AC Chemistry** – Accelerated chemistry includes all of the concepts and techniques of CP Chemistry; however, this track moves at a faster pace, encompassing a more in-depth study, involving a higher mathematics level, and expecting students to utilize higher critical thinking skills in the accomplishment of these goals.



12th Grade – Seniors are required to take a fourth unit of science and may choose Advanced Senior Chemistry, AP Biology, AP Physics, and/or Senior Seminars.

**Advanced Chemistry** – This elective course is designed for students interested in science or engineering as a college major or as a possible career. It carries prerequisites of chemistry and advanced math. This course includes a review and mastery of concepts from first year chemistry as well as qualitative and quantitative analysis and a more in-depth study of chemical kinetics, equilibrium, thermodynamics and electrochemistry.

**AP Biology** – This senior level course is the equivalent of a college introductory biology course taken by biology majors. The demands of AP Biology include additional time outside of class for the completion of laboratory exercises, summer reading assignments, and a rigorous curriculum with a traditional college text. This course offers three (3) general areas of study: Molecules and Cells, Heredity and Evolution, and Organisms and Populations. Prerequisites include successful completion of Accelerated Biology and Accelerated Chemistry and approval of the teacher. A passing score on the AP exam allows the student to obtain college credit as allowed by the individual AP credit policies of colleges and universities and/or allow the student to take upper-level courses for which biology is a prerequisite.

**AP Physics** – AP Physics 1 is an introductory college-level, algebra-based physics course. Requirements for enrollment include the completion of precalculus or current enrollment in precalculus and approval of the teacher. Topics of study include Newtonian mechanics, mechanical energy, circular motion, gravitation. The goal of AP Physics 1 is to provide students with a solid background in physics, foster an appreciation of physics in the real world, and to further develop skills in reasoning and critical thinking. A passing score on the AP exam allows the student to obtain college credit as allowed by the individual AP credit policies of colleges and universities.

**Senior Seminars** – Students choose two semester-long senior seminars, which comprise the fourth unit of science. Students must pass each seminar independently. A student who fails the Fall seminar will be required to take two seminars during the Spring and must pass both to graduate.

The seminars offered are drawn from the list below and may vary from year to year.

**Astronomy** – In this course, students learn about the basics of astronomy and cosmology, ranging from the small scale structure of our Solar System to the grand scale of the Universe as a whole, and how they were formed and have evolved since the Big Bang. Along the way, students gain an understanding of the methods used to observe astronomical phenomena and how such observations are used to develop these scientific theories.

**Ecology** – This course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Both terrestrial and aquatic ecosystems are explored.

**Essentials of Healthcare** – This course introduces a variety of health-related issues, building a foundation for wellness and thoughtful, healthcare utilization. Topics for discussion include the American healthcare structure and monetary reimbursement, an introduction to the cardiovascular system and the gastrointestinal system, options in alternative and complementary healthcare, an introduction to pharmaceutical classes and their

properties, and other suitable topics. “Hands on” applications include lessons in vital signs determinations, CPR certification and yoga instruction.

**Food & Wellness for Life** – This course explores the basic principles of healthy eating and nutrition, the role of nutrients in the body, the relationship between nutrition and disease, and an introduction to the relationship between food and sustainability. The course emphasizes topics such as healthy eating plans and strategies, the health effect of energy nutrients, energy balance and healthy body weight, the diet-disease relationship, and nutrition throughout the lifespan. An evaluation of personal dietary habits using current dietary guidelines and nutritional assessment tools is also completed to help students assess their own nutritional health and to determine healthy eating SMART goals. The ultimate goal is to promote a fit and healthy lifestyle.

**Health** - Health explores the mental, physical, and social aspects of student life and how each aspect contributes to total health and well-being. This course emphasizes personal and internet safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health. The course focuses on the above topics as they apply to today's teens and their current social environment.

**Zoology** – This laboratory based course surveys the nine major phyla of the Kingdom Animalia. Morphology, taxonomy, anatomy, and physiology is investigated through comparative studies completed during laboratory observations and dissections. Furthermore, students compare and contrast methods used by organisms from different phyla to accomplish basic life processes.

## SPANISH

A student's eligibility for Accelerated (AC), College Prep (CP) or Advanced Placement (AP) classes is determined by a committee comprising the department head, the student's current teacher, and the student's future teacher. Students are evaluated using the following criteria:

- Academic performance during the current year (grades on major assessments, aptitude for critical thinking, and ability to work independently)
- National Spanish Exam Scores
- Pre-requisite courses in sequential order: AC Spanish III, AC Spanish IV, AP Spanish Language & Culture; students with the prerequisite of CP Spanish III will be considered for AC Spanish IV with strong teacher recommendation and National Spanish Exam scores.

Each student is required to have two years of study in one foreign language to fulfill graduation requirements.

**Spanish I** – This course introduces the Spanish language and the culture of countries from all areas of the Spanish speaking world, including the United States. Proficiency in the language is encouraged through listening, speaking, reading and writing practice. *This course is for students entering DWS with little or no Spanish background or for those recommended by the Spanish committee.*

**Spanish II** – This course builds on the language skills and cultural appreciation introduced in the Spanish I course. Proficiency in the language is encouraged through listening, speaking, reading and writing practice. By interweaving language and culture, the course seeks to broaden students' communication skills while at the same time deepening their appreciation of other cultures.

**CP Spanish III** – This course continues the development of vocabulary, grammar structures, listening and speaking skills, and reading comprehension. This course continues to emphasize communication skills and an appreciation of other cultures. Students read and write about topics presented in class, using the vocabulary and grammatical structures appropriate for their level.

## OR

**AC Spanish III** – This course is a more in-depth and faster paced study of the concepts learned in Spanish III. The teacher employs the target language in the classroom setting almost exclusively, and students are encouraged to do the same. Students go beyond the mere recollection of facts and use higher order thinking skills including analysis and synthesis. Culture of the Hispanic world is emphasized in order to draw comparisons between target and native communities. Some preparation for the AP Spanish Language and Culture Course begins at this level.

**AC Spanish IV** – This course is intended for those students who want to continue their study of the Spanish language and culture. Proficiency and integration of language skills is emphasized through listening and speaking activities and a continued study of grammatical structure and syntax. Vocabulary building, including a study of modern and colloquial expressions continues. Spanish is spoken almost exclusively in this course by the teacher and students. The literary selections provide opportunities for reading comprehension, oral discussion, and written expression. *This course aims at preparation for the AP Spanish Language and Culture Course.*

**AP Spanish Language & Culture** – AP Spanish develops proficiency and integrates language skills using authentic materials and resources. The teacher speaks/writes Spanish almost exclusively in class and

encourages students to do likewise. Students demonstrate their level of Spanish proficiency through interpersonal speaking and writing (conversation and emails), formal presentational writing and speaking (persuasive and personal essays, cultural comparisons), and interpretive communication (reading and listening comprehension and vocabulary production). Emphasis on higher order thinking skills continues. *This course is a preparation for the College Board AP examination; thus, the expectation is that the work be at a college level. A passing score allows the student to obtain college credit as allowed by the individual AP credit policies of colleges and universities.*