



# THE PRAIRIE SCHOOL

## **Upper School Curriculum Guide**

2022-2023

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Dear Upper School Family,

The purpose of The Prairie School Upper School Curriculum Guide is to provide families with a succinct, informative, and transparent document that details our academic and co-curricular requirements.

Please take a moment to read the opening pages for brief descriptions of the four main requirement categories and an overview of courses for grades 9-12. Concise descriptions of courses offered within the respective disciplines follow.

With every new year, our course offerings are likely to change slightly because we believe our academic offerings can never be stagnant and uninspiring. Curriculum in a school like ours is a living entity, representative of students' needs and interests, and of best practices in an independent school education.

I hope you will find this document useful as your main source of information about the Upper School curriculum and graduation requirements.

Margaret McDonough  
Head of Upper School

## Graduation Requirements at The Prairie School

To graduate from The Prairie School, a student must fulfill requirements in four areas: academic, co-curricular, service, and exercise.

### Academics

Students in the Class of 2023 must accumulate a minimum of 23 credits. Students in the Class of 2024 and beyond must accumulate a minimum of 22.75 credits. All students must enroll in a minimum of five academic classes each year. To ensure students attain a well-rounded academic foundation, we require the following minimum credits per discipline.

- English: 4 credits + Public Speaking: .25 credit
- Math: 3 credits
- Science: 3 credits (1 each in biology, chemistry, and physics)
- Social Studies: 3 credits
- World Languages: 3 credits/levels in a single language
- Visual/Performing Arts: 1.75 credits
- Health & Fitness: 1 credit (Class of 2023) or .75 credit (Class of 2024 and beyond)

### Additional Academic Requirements

Seniors are required to take five academic classes each semester and pass all of them.

### Co-curricular (minimum of 3 points annually)

Participation in theatre, music, interscholastic athletics, and various clubs supports students' personal growth and enhances their applications to competitive colleges and universities. Students must earn at least 3 points of co-curricular activity each year. Students are strongly encouraged to commit to one major co-curricular activity per year (see Appendix).

In instances where participation in School-sponsored activities is not possible, comparable activities such as private music lessons, community drama productions, and club sports are generally considered co-curricular. In such cases, a student must submit to the US Office a waiver detailing how s/he intends to satisfy the co-curricular requirement.

### Service (minimum of 25 hours annually)

Students are required to be active in community service throughout their years in the Upper School. Service is defined as volunteer work for the School, community organizations, or certain religious activities (soup kitchens/food banks, mission trips, summer camp, etc.). Typically, contributions to worship services (choir, band, nursery care, etc.) do not qualify for service hours, whereas service to the larger community does. **Before committing to a service project offered through a religious organization, please confirm with the US Office that your intended activity will qualify as community service.** Service does not include work at home for relatives and friends.

Students are expected to complete 25 hours of service by May 15 of each academic year. A desirable goal is partial completion (12 hours) by February 15. Students are encouraged to work ahead during the summer to complete service hours for the upcoming year. Additionally, of the 100 hours needed for graduation, students are encouraged to earn 20 hours (minimum) through organizations other than Prairie School.

**Exercise** (required each semester)

To maintain physical fitness, students must be physically active throughout the academic year. The School requires every student to exercise at least three times a week for at least twenty minutes per session. Students may satisfy the exercise requirement in one of three ways: participation in interscholastic sports, enrollment in a fitness class, or commitment to an approved personal fitness program (see Appendix).

**Graduation Implication**

Completion (or lack thereof) of co-curricular, service, and exercise requirements will be noted as Pass or Fail. Students who do not meet the annual and cumulative requirements for co-curricular, service, and exercise may be placed on Academic Probation until these deficits are resolved. Eligibility for graduation depends upon fulfillment of all graduation requirements, including academic, co-curricular, service, and exercise, before the established deadlines.

UPPER SCHOOL CURRICULUM FLOWCHART 2022-23

Grade	Computer Science & Information Systems	English	Health & Fitness	Math	Performing Arts	Science	Social Studies	Visual Arts	World Languages
9	Computer Science Discoveries	English 9	PE for Lifelong Fitness Hip Hop Dance Stretch/Strength Tap Dance	Algebra 1 Inter. Algebra Geometry	Concert Choir Fall Play Cast Hip Hop Dance Intro. Tech. <b>Theatre</b> Spring Play Cast Stretch/Strength String Orchestra Tap Dance Tech. <b>Theatre</b> Design Workshop Visual Storytelling Wind Ensemble	Biology	History of the Classical World	General Art Adv. Art Modern Design Technology Painting	Chinese 1 French 1 Spanish 1 ..... Chinese 2 French 2 Spanish 2
10	Computer Science Discoveries	English 10 Public Speaking (Gr. 10 or 11)	CPR & Healthy Choices Hip Hop Dance Strength/Condition Stretch/Strength Tap Dance	Inter. Algebra Algebra 2 Geometry Acc. Algebra 2	Concert Choir Fall Play Cast Hip Hop Dance Intro. Tech. <b>Theatre</b> Spring Play Cast Stretch/Strength String Orchestra Tap Dance Tech. <b>Theatre</b> Design Workshop Visual Storytelling Wind Ensemble AP Music Theory	Architectural Eng. Chemistry Honors Chemistry Physics	History of the Modern World or AP World History	General Art Adv. Art Drawing Ceramics Digital Photo. Glass Studio Modern Design Technology Painting	Chinese 2 French 2 Spanish 2 ..... Chinese 3 French 3 Spanish 3
11	Computer Science Discoveries AP Computer Science Principles	English 11 Public Speaking (Gr. 10 or 11)	Hip Hop Dance Strength/Condition Stretch/Strength Tap Dance	Algebra 2 Acc. Algebra 2 Elementary Logic Precalculus A Precalculus AB Prob. & Stats. AP Statistics	Concert Choir Fall Play Cast Hip Hop Dance Intro. Tech. <b>Theatre</b> Spring Play Cast Stretch/Strength String Orchestra Tap Dance Tech. <b>Theatre</b> Design Workshop Visual Storytelling Wind Ensemble AP Music Theory	Adv. Anatomy & Physiology Architectural Eng. Chemistry Environmental Science Honors Chemistry Physics Honors Physics AP Biology AP Chemistry AP Environmental Science AP Physics 2	U.S. History or AP U.S. History	General Art Adv. Art Drawing Ceramics Digital Photo/ Glass Studio Modern Design Technology Painting AP 2-D Art & Design	Chinese 3 French 3 Spanish 3 ..... Chinese 4 French 4 Spanish 4
12	Computer Science Discoveries AP Computer Science Principles	Fear & Fantasy Land & Lit. Lit. Labyrinths Literary Studies in Diversity The Art of Film AP English 12	Hip Hop Strength/Condition Stretch/Strength Tap Dance	Acc. Algebra 2 Elementary Logic Precalculus A Precalculus AB Calculus AP Calculus AB AP Calculus BC Prob. & Stats. AP Statistics	Concert Choir Fall Play Cast Hip Hop Dance Intro. Tech. <b>Theatre</b> Spring Play Cast Stretch/Strength String Orchestra Tap Dance Tech. <b>Theatre</b> Design Workshop Visual Storytelling Wind Ensemble AP Music Theory	Adv. Anatomy & Physiology Architectural Eng. Environmental Science Honors Chemistry Honors Physics AP Biology AP Chemistry AP Environmental Science AP Physics 2	Comparative Religions Economics Government & Politics History on Film The 21st Cent. American Exp. AP Comparative Government AP World History	General Art Adv. Art Drawing Ceramics Digital Photo. Glass Studio Modern Design Technology Painting AP 2-D Art & Design	Chinese 4 French 4 Spanish 4 ..... Chinese 5 French 5 Spanish 5 AP French 5 AP Spanish 5

## CAPSTONE RESEARCH PROJECT (.5 credit/year)

In this unique research project, students have the opportunity to focus on an area of special interest or personal passion **in any discipline**. Students explore their chosen topics independently with the Capstone Coordinator acting as a supervisor throughout the process. Capstone includes the following required components: scholarly research, writing, reflection, and a formal presentation open to the school community. Junior or senior standing required.

Guidelines:

- Capstone students will work with the Capstone Coordinator to initially propose what discipline to assign the credit to, based on their chosen project. The proposal must be approved by the appropriate Department Chair and Division Head. If the student does not wish or need to assign the credit to a specific department, it contributes generally to total graduation credits. Interdisciplinary projects are encouraged.
- An Arts project may be granted an academic credit toward graduation. Note: Capstone remains a research project, involving scholarly research, writing, and the production of artifacts/performance even with an Arts focus.
- Capstone earns 0.5 credit, unless the student requests and the Division Head approves a full credit based on the volume and quality of work completed.
- Students must choose a subject-area expert within or outside of the Prairie School faculty to support their work through interviews, consultation, reviews, or the like.

## COMPUTER SCIENCE & INFORMATION SYSTEMS

**Computer Science courses may count toward math or science credit beyond the minimum graduation requirements in those disciplines.**

### **Computer Science Discoveries I, II (.5 credit)**

Mapped to CSTA standards, this introductory course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user-centered design and data, artificial intelligence, and machine learning, while inspiring students as they build their own websites, apps, games, and physical computing devices. This course is open to all Upper School students who have not taken both the A and B portions in 7th or 8th grade.

### **AP Computer Science Principles (1 credit)**

Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable curriculum that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. Sophomore, junior, or senior standing required. **Prerequisite:** Computer Science Discoveries in MS or US.

# ENGLISH

## 4 credits plus Public Speaking required for graduation

### **English 9** (1 credit)

This course is designed to introduce students to literary touchstones through a variety of texts spanning from rich, historical classics to diverse, thought-provoking modern works. Emphasis is placed on vocabulary acquisition and application; literary analysis; paragraph construction using techniques such as narration, description, and exposition; formal and informal methods of composition; whole-class and collaborative discussion; and creative projects. The main focus of this course is to equip students with the necessary tools to grow as critical thinkers, effective communicators, and accomplished writers. Students will build upon the foundational skills acquired in Middle School English as they enhance their abilities to construct knowledge purposefully in their study of literature, language, and writing.

### **English 10 – World Literature** (1 credit)

This course challenges students through higher expectations and more intellectually demanding texts than in English 9. Students are expected to sharpen the skills practiced in English 9 as they explore a greater variety of writing styles and write more frequently. Students work more independently to develop their research skills in an essay integrated with World History 10. In tandem with the required Public Speaking course typically taken in Grade 10, different types of presentations and speaking opportunities are also a significant part of English 10. Ultimately, students pursue the study of world literature to better understand the core literary texts of human ideas and world culture through reading, writing, speaking, and listening, as well as gain greater awareness and knowledge of other times and places, leading to interest in and empathy toward other cultures and their people.

### **Public Speaking I, II** (.25 credit)

This course focuses on oral presentation skills, including mature presence, poise, self-awareness, and projecting presence. Students analyze effective and ineffective speaking styles, learn to be aware of their own and others' habits as oral presenters, and prepare and deliver various types of speeches. Normally, students complete this one-term course in sophomore or junior year. **Note:** This course is required for graduation.

### **English 11 – American Literature** (1 credit)

This course explores the definition of the American story and questions the concept of shared experience. Does "America" mean the same thing to everyone? What voices are most prominent? Which get forgotten? Students in this course read texts featuring characters with a variety of experiences within the American landscape. Emphasis is placed on informal and formal writing (expository, reflective, and creative), formal discussion and debate, oral presentations, and creative projects. Students also engage in a college-preparatory research process integrated with their US History course.



**English 12 (1 credit)**

Seniors must take two different English 12 electives (one each semester) or AP English 12. English electives may be taken in addition to the AP English 12 course. The English 12 electives are as follows.

**Fear and Fantasy: Gothic Literature (I or II TBD) (.5 credit)**

This course will examine literature that explores our fascination with the horrifying, the mysterious, and the uncanny. Students will study both traditional iterations of the Gothic novel as well as variations as authors in different times and places play with the form to express the fears and concerns of their time. Through an exploration of texts that play with supernatural elements, create legendary monsters, and examine the forces of good and evil, students will engage with questions that focus on what is at the heart of the fear in each of the novels. Students enrolled in this course should expect to do informal and formal writing and engage in discussion, debate, and creative projects. Senior standing required.

**Land and Literature I, II (.5 credit)**

Why am I here? Where do we come from? Where am I going? These seminal questions animate what sense we make of the world and ourselves. Our relationship with the land (and our reading of it) offers some reply: our story unfolds and we *become* by our relationship with this world that gives us our footing and teaches us to breathe and dream. Through essay, fiction, and poetry, we will grapple with land and literature as we negotiate presentations of the natural world—its beauty, fragility, brutality, indifference, intimacy, resilience. Senior standing required.

**Literary Labyrinths I, II (.5 credit)**

Featuring innovative and complex fiction, this course draws students into a labyrinthine world of multiple layers, unreliable storytellers, and unexpected connections featuring stories designed to produce heated discussions, eye-opening realizations, and innovative responses about the nature of reality. Senior standing required.

**Literary Studies in Diversity: Dramas of Diversity & Difference I, II (.5 credit)**

Along the stages of life's way, we develop public selves that protect private realities. We author our lives and read others', yet as we do, how do we discern what of life is authentic and what is artifice, what is "real" and what is performance? In this course, we will explore how authors portray private and public realities and conflicts, and how we ourselves—as readers, viewers, and audience members—relate with texts that are themselves presentations. With special attention to literature in performance, our study of literature will focus on themes especially pertinent to matters of presentation and reception—considerations of race, ethnicity, gender, sexual identity, ability, and class. Senior standing required.

**The Art of Film II (.5 credit)**

This class comes with a warning: "The Art of Film" is not a popcorn class. It is, instead, a class in active thinking and viewing, helping students to develop tools for better appreciating the most powerful artistic medium of the last century. Students in this course will encounter some of the greatest and most influential films from around the globe, as well as think deeply about all the artistic, narrative, and visual choices that go into even the most basic filmmaking. Students will also be asked to engage in their own filmmaking activities, creating analytical homages to

landmark moments from cinematic history. Senior standing required. **NOTE:** Students will be asked to subscribe to one or two unique streaming services for the duration of the class.

**\*AP English 12 (Literature and Composition)** (1 credit)

This Advanced Placement course is open to students seeking a rigorous curriculum of literary analysis and writing similar to many college freshman classes. Designed and structured as a seminar, the course is organized around various genres, themes, and writing styles in major works of world literature. Emphasis is placed upon reading, analysis, discussion, and writing, with ample opportunities for students to practice their writing skills. The syllabus incorporates the recommendations of the College Board AP Program. Senior standing required.

## **HEALTH & FITNESS**

**Class of 2023: 1 credit required for graduation**

**Class of 2024 and beyond: .75 credit required for graduation**

### **9th Grade**

**PE for Lifelong Fitness I, II** (.25 credit)

Students learn the basic concepts of fitness goals through various activities. Emphasis is placed on learning/mastery of fundamental movement patterns and ability to use strength and cardiovascular equipment. Students will develop competence in the Fitness Center through exercise progression.

### **10th Grade**

**CPR Class I, II** (.25 credit)

This American Red Cross CPR class is required for all sophomores. Students learn how to act in emergency situations, including respiratory issues, cardiac issues, sudden illness, and various injuries. Students learn to recognize and administer appropriate care until trained personnel arrive. Upon successful completion of the course, students receive a two-year American Red Cross certification in CPR, AED, and Community First Aid.

**Healthy Choices I, II** (.25 credit)

This survey course is designed to assist students in obtaining and applying accurate information to their lives, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. Topics include but are not limited to mental, emotional, and social health; substances (alcohol, tobacco, and other drugs); and sexual health.

### **9th through 12th Grade**

**Hip Hop Dance II** (.25 credit)

This high-energy class infuses the latest styles of street and social dancing, musicality, and rhythm. Students are encouraged to step outside of the box by bringing their individual style and personality to the movements. Hip hop dance is aerobic and requires students to have the strength and stamina to successfully perform moves. Each class includes upper and lower body

conditioning as well as a rigorous warm-up to help prepare students for more intense movements. This course may also be taken for Performing Arts credit.

### **Stretch and Strengthen I, II (.25 credit)**

Using a combination of yoga, pilates, calisthenics, and dance warm-ups, this course will focus on stretching and strengthening techniques. Using the body for weight and resistance, these techniques will improve health and decrease risk of injury in day-to-day activities. The main focus is to increase flexibility and strengthen all muscles, especially the core. Students can expect to see results in all ranges of movement, energy, balance, and posture. This course may also be taken for Performing Arts credit.

### **Tap Dance I (.25 credit)**

Tap is one of the oldest dance forms in this country and involves rhythm, dynamics, and varying sounds. This course presents the fundamentals of tap dance movement, technique, and leg/foot coordination to various types of music. Tappers learn a graduated warm-up for proper execution of skills and establish a vocabulary for basic tap, including understanding timing and phrasing. Students may supply their own tap shoes or purchase them from the instructor (approx. \$30). This course may also be taken for Performing Arts credit.

### **10th through 12th Grade**

#### **Strength and Conditioning I, II (.25 credit)**

This course is designed to help students maximize their physical potential both in sport and life. Students develop knowledge in foundational movements, exercise selection, and progression, and the “why” of how individualized exercise plans are developed. Athletes have the opportunity to prepare for their season by completing a sport-specific plan. Students not involved in athletics are given a resistance training and conditioning program suitable to their fitness goals.

## **MATHEMATICS**

### **3 credits required for graduation**

**Note: A final grade of C- (70%) or better is needed to proceed to the next level of study in mathematics.**

**All students enrolled in an Upper School math course must have a TI-83 Plus or a TI-84 Plus graphing calculator.**

### **Algebra 1 (1 credit)**

This course introduces basic concepts of algebra while helping students develop their skills in symbolic manipulation and fluency in the “language of algebra.” This material provides a necessary foundation for many of the topics students will study in future mathematics and science courses. Emphasis is placed on problem solving and application. Linear functions are thoroughly investigated. Other topics include real numbers, quadratic functions, exponential functions, systems of equations, polynomials, radicals, and rational expressions.

**Geometry** (1 credit)

This course introduces logic and the concept of an axiomatic system. Students learn to justify and communicate their reasoning both through formal proofs (two-column, flow and paragraph proofs) and informally as they solve a variety of problems. Geometry software is used to discover and reinforce many important concepts. Topics include reasoning and proof, area, perpendicular and parallel lines, triangles and congruence, quadrilaterals, transformations, similarity, right triangles, circles, surface area, and volume. **Prerequisite:** Algebra 1.

**Intermediate Algebra** (1 credit)

This course covers operations with real numbers, graphs of functions, domain and range of functions, linear equations and inequalities, quadratic equations, operations with polynomials, rational expressions, exponents and radicals, equations of lines. Emphasis is also on problem solving. This course is specifically designed to bridge skills between Algebra 1 and Algebra 2. **Prerequisite:** Algebra 1 or Geometry. **Note:** Successful completion of Geometry and an "A" average in this course are needed to enroll in Accelerated Algebra 2.

**Algebra 2** (1 credit)

This course incorporates a review and continuation of the core concepts developed in Algebra 1. The primary goal is to provide a solid foundation for future success in higher levels of mathematics. Students continue to develop their skills in symbolic manipulation and in communicating through mathematics. Students are encouraged to see problems from both a geometric and an algebraic viewpoint through the use of graphing calculators and problem-solving workshops. In addition to the study of linear, quadratic, polynomial, radical, logarithmic, exponential, rational, and trigonometric functions, the course includes an introduction to topics found in advanced courses. **Prerequisite:** Geometry. **Note:** An "A" average is required in this course to enroll in Precalculus AB.

**Accelerated Algebra 2** (1 credit)

This advanced course incorporates a quick review of the basic concepts from Algebra 1 before diving into the introduction of topics found in higher levels of mathematics. In this rigorous and fast-paced course, students study linear, quadratic, polynomial, radical, logarithmic, exponential, trigonometric, and rational functions. Using graphing calculators as a tool, students explore the connections between the algebraic concepts/skills and their geometrical representations. Throughout the course, emphasis is placed on developing skills in mathematical communication, abstract reasoning, critical thinking, and problem solving. A solid foundation in Algebra 1 is essential for placement in this course. **Prerequisite:** Geometry. **Note:** A "B" average is required in this course to enroll in Precalculus AB.

**Precalculus A** (1 credit)

This course continues the study of advanced algebra topics that begins in Algebra 2. Its primary goals are to improve students' algebraic and problem-solving skills while continuing to study polynomial, rational, exponential, and logarithmic functions. Students are also introduced to trigonometric functions. Graphing calculators are used where appropriate. **Prerequisite:** Algebra 2 or Accelerated Algebra 2.

**Precalculus AB** (1 credit)

This advanced course focuses on the study of functions and trigonometry in preparation for Calculus. Topics include polynomial, rational, exponential, and logarithmic functions, and an extensive study of trigonometry. This rigorous course aims to improve students' problem-solving skills, ability to work and think independently, and ability to reason logically in a fast-paced environment. **Prerequisite:** An "A" average in Algebra 2 or "B" average in Accelerated Algebra 2. **Note:** This course is the prerequisite for AP Calculus AB.

**Calculus** (1 credit)

In this course, students study the branch of mathematics that deals with rates of change in continuous and varying quantities. The course includes exercises in the graphical, numerical, analytical, and verbal representation of functions through the study of limits, differentiation, and basic integration. Students use technology to help solve problems, interpret results, verify conclusions, and determine the reasonableness of solutions. A graphing calculator is required. **Prerequisite:** Precalculus A or Precalculus AB.

**Probability and Statistics** (1 credit)

This course is designed to improve students' basic statistical skills, as well as broaden their mathematical foundations. Students study both inferential and descriptive statistics and learn the procedures and techniques of elementary probability theory. The graphing calculator is used extensively. Emphasis is placed on practical applications and relevance to other academic disciplines. **Prerequisite:** Algebra 2 or Accelerated Algebra 2.

**Elementary Logic II** (.5 credit)

As human beings, we reason and argue among one another. Whether about life, liberty, science, religion, or the pursuit of happiness, these discussions are shaped by the logical soundness of our reason. Logic is the study of the rules and principles of sound reasoning; it provides a language and unique symbols to analyze and build strong arguments. Often a required course of study for both math and philosophy majors, logic actually applies to every field of study: It will help students make informed, reasoned decisions about their writing, communication, and everyday decisions. Whether consciously or not, they will use the tools of this class every day for the rest of their life. **Prerequisite:** Algebra II. Junior or senior standing required.

**\*AP Calculus AB** (1 credit)

This course represents the equivalent of one semester of college calculus, including differential and integral calculus and their applications in science. Graphing calculators are used for exploration of new ideas and as aids in problem solving. Throughout the course, emphasis is placed on developing ideas analytically, graphically, numerically, and verbally. The syllabus incorporates the recommendations of the College Board AP Program for the "AB" syllabus. **Prerequisite:** Precalculus AB.

**\*AP Calculus BC** (1 credit)

This course represents both first- and second-semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. Topics include differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series.

Students learn to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections among these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. The syllabus incorporates the recommendations of the College Board AP Program for the “BC” syllabus. **Prerequisite:** AP Calculus AB.

**\*AP Statistics** (1 credit)

This course acquaints students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students frequently work on projects involving the hands-on gathering and analysis of real-world data. Computers and calculators allow students to focus deeply on the concepts involved in statistics. The syllabus incorporates the recommendations of the College Board AP program. **Prerequisite:** Algebra 2 or Accelerated Algebra 2.

## PERFORMING ARTS

### 1.75 credits of Performing Arts and/or Visual Arts (p. 20-22) required for graduation

With the exception of introductory and AP courses, students can enroll in performing arts courses repeatedly.

### Music

**Concert Choir I, II** (.5 credit)

Open to all Upper School students, Concert Choir performs vocal music from a variety of style periods. The course explores the fundamentals of singing with the incorporation of musical theatre and basic music theory. Performances include the Ardent Arts, Jubilate, and Finale concerts. Students are encouraged to enroll for both semesters in repeated years.

**Wind Ensemble I, II** (.5 credit)

In this course, students who play wind and percussion instruments will learn technical, rhythmic, listening, analytical, and performance skills through advanced literature in the band repertoire in a historical and multicultural context. Students will also learn the fundamentals of tone production, articulation, music reading, and scales. Performances include the Ardent Arts, Jubilate, and Finale concerts. Students are encouraged to enroll for both semesters in repeated years. **Prerequisite:** High school proficiency (Class B or better) on the student’s instrument.

**String Orchestra I, II** (.5 credit)

String Orchestra students work as an ensemble to learn a variety of instrumental techniques and concert repertoire. Performances include Ardent Arts, Jubilate, and Finale concerts. Students are encouraged to enroll for both semesters in repeated years.

**Prerequisite:** Recent experience playing violin, viola, cello, or bass.

**\*AP Music Theory** (1 credit)

In AP Music Theory students study the structure, design, and language of music. In addition to historical perspective, the course content includes composing, sight singing, analysis, and dictation. This college-level course is open only to students with strong musical backgrounds.

AP Music Theory is an academic class; however, if it is taken as a sixth academic class, it can fulfill one credit of the Arts graduation requirement. **Prerequisite:** Instructor approval.

## Theatre

### Fall Play Cast I (.5 credit)

In this production ensemble class, students will rehearse and perform a one-act play at Prairie School as well as at the Wisconsin High School Theatre Festival at various schools throughout the state. All rehearsals will be in class except for a final dress rehearsal. Festival performances occur outside of class hours.

### Spring Play Cast II (.5 credit)

In this production ensemble class, students will rehearse and perform a play at Prairie School. All rehearsals will be in class except for a final dress rehearsal. The performance occurs outside of class hours.

## Technical Theatre

### Introduction to Technical Theatre I, II (.5 credit)

This course examines all technical theatre elements, including basic theatre history, theatre architecture, props, scenery, costumes, lighting, sound, projection, and special effects. Students will study these elements through a backstage view and analyze their implementation in the musicals *Hamilton*, *Beetlejuice*, *Wicked*, *Hadestown*, and *Dear Evan Hansen*. Students will also learn to analyze a script and design a set, and will help design props for the Middle or Upper School musical. **Note:** Enrollment limited to 14.

### Technical Theatre Workshop I, II (.5 credit)

Students in this course will create the technical elements of the current Prairie School mainstage production. These elements include but are not limited to construction, painting, lighting, props, and sound. Students will refine their abilities in these areas and gain a deeper understanding of the technical theatre process. **Prerequisite:** Introduction to Technical Theatre or instructor approval. **Note:** Enrollment limited to 12 if 2 teachers or 6 if 1 teacher.

### Technical Theatre Design I, II (.5 credit)

Students in this course will participate in actually designing the Middle or Upper School musical, or theoretically designing a show chosen by the instructor. Design roles include scenery, lighting, costumes, and props, as well as automation or special effects. Students will assume the same design roles for a second actual or theoretical play. Students will also develop modern design skills including but not limited to script analysis, theatrical and historical research, design presentation, collaboration with designers and directors, schedule development, budgeting, material acquisition, and more. Students may enroll in one or both semesters. Junior and senior standing required; sophomore standing with instructor approval. **Note:** Enrollment limited to 8.

## **Videography & Filmmaking**

### **Visual Storytelling I, II (.5 credit)**

From pre-production to principal photography and post-production, this course dissects the nuances of video production and provides basic knowledge for creating high-quality video. Students will examine visual design principles such as balance, unity, emphasis, and flow; use methods such as concept mapping and storyboarding; and learn to operate cameras and design scenes to bring their own ideas to life. By the end of this course, students will have begun their own professional-grade portfolios. **Prerequisite:** General Art if freshman or sophomore standing. No prerequisite if junior or senior standing.

## **Dance**

**Dance course credits may be used to satisfy Arts or Health & Fitness requirements.**

### **Stretch and Strengthen I, II (.25 credit)**

Using a combination of yoga, pilates, calisthenics, and dance warm-ups, this course will focus on stretching and strengthening techniques. Using the body for weight and resistance, these techniques will improve health and decrease risk of injury in day-to-day activities. The main focus is to increase flexibility and strengthen all muscles, especially the core. Students can expect to see results in all ranges of movement, energy, balance, and posture. This course may also be taken for Health & Fitness credit.

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Tap is one of the oldest dance forms in this country and involves rhythm, dynamics, and varying sounds. This course presents the fundamentals of tap dance movement, technique, and leg/foot coordination to various types of music. Tappers learn a graduated warm-up for proper execution of skills and establish a vocabulary for basic tap, including understanding timing and phrasing. Students may supply their own tap shoes or purchase them from the instructor (approx. \$30). This course may also be taken for Health & Fitness credit.

### **Hip Hop Dance II (.25 credit)**

This high-energy class infuses the latest styles of street and social dancing, musicality, and rhythm. Students are encouraged to step outside of the box by bringing their individual style and personality to the movements. Hip hop dance is aerobic and requires students to have the strength and stamina to successfully perform moves. Each class includes upper and lower body conditioning as well as a rigorous warm-up to help prepare students for more intense movements. This course may also be taken for Health & Fitness credit.

## **SCIENCE**

**3 credits required for graduation, one each in Biology, Chemistry, and Physics**

### **Biology (1 credit)**

This course is designed to survey basic concepts and principles of life. Emphasis is placed on understanding topics through various laboratory activities to develop analysis and reasoning



skills. Areas covered include the organization and classification of living organisms (plants, protists, animals, fungi, bacteria), cellular biology, genetics, forensics, and ecology.

### **Chemistry (1 credit)**

In this course, students are exposed to the fundamentals of chemistry through the investigation of chemical topics pertinent to everyday life. Emphasis is placed on a qualitative understanding of the basic principles with only a minor emphasis on mathematical relationships. Topics include atomic structure, moles and chemical reactions, and the chemistry of everyday materials.

Students will conduct problem-based projects where they apply their chemical knowledge to the behavior of matter and energy. This class is not open to seniors.

### **Honors Chemistry (1 credit)**

In this course, students study the chemical and physical behavior of matter from both a quantitative and qualitative point of view. Considerable time is spent in the laboratory reinforcing concepts and discovering new relationships. Because of the quantitative nature of many concepts, students must have sound, basic algebra skills and experience with logarithms.

**Prerequisite:** Prior or concurrent enrollment in Algebra 2.

### **Physics (1 credit)**

In this course, students experience the science of motion, light, energy, and sound in a highly interactive and conceptual way. Through a series of labs and extended projects, students learn many practical applications of physics to daily life. The concepts covered mirror those of the Honors Physics course, but the level of mathematics is less demanding. This class is not open to seniors.

### **Honors Physics (1 credit)**

Physics is a study of the basic laws of nature and is the foundation for all other sciences. This is a traditional high school physics course that makes extensive use of mathematical problem-solving techniques. A course of this type is a prerequisite for beginning science or engineering studies in college. The major difference between this course and the Physics course described above is the level of mathematical rigor. Students spend a considerable amount of time in the laboratory and use computers to help collect and analyze data.

**Prerequisite:** Algebra 2 or Accelerated Algebra 2.

### **Architectural Engineering I (.5 credit)**

Throughout history, architectural engineering has helped humanity redefine the concept of dwelling. This course introduces students to the basic terms, materials, and systems used in the design and construction of buildings. Through a series of hands-on exercises, students will develop a working knowledge of plans, sections, and elevation; foundation and floor systems; wall and roof systems; moisture and thermal protection; and mechanical and electrical systems. Activities will include analyzing and modifying existing structures, building representative models, and designing original structures. **Prerequisite:** Geometry. Sophomore, junior, or senior standing required.

### **Advanced Anatomy and Physiology I, II (.5 credit)**

This is a challenging pair of courses in which students learn the structures of the body systems, their functions, how they interact, and what can go wrong. Students will learn new science terminology, must be able to analyze and apply information in the laboratory setting, and must

be ready and willing to work at an advanced level. Animal dissection is required. Both courses are designed for students considering a major in health care, athletics, or veterinary medicine. Students may take one or both semesters in either order. Junior or senior standing required.

**Environmental Science I: Food, Waste, and Water (.5 credit)**

**Environmental Science II: Air and Energy (.5 credit)**

Environmental science is the study of the patterns and processes of the natural world and how these are modified by human activities. While this is a “science” class, it is truly interdisciplinary because both scientific and human factors (e.g., economics, politics, policies, and social culture) affect environmental problems. The course involves lab activities, discussions, debates, and argumentative essays. Students may take one or both semesters in either order. Junior or senior standing required.

**\*AP Biology (1 credit)**

AP Biology is a college-level introductory biology course in which students explore evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. Using modeling activities, inquiry-based investigations, independent projects, analogies, and puzzles, students expand their content knowledge to develop science process skills. Students work collaboratively and independently to develop their ability to design investigations, collect and analyze data, and make claims that are well-supported with evidence, reasoning, and statistics. The syllabus incorporates the recommendations of the College Board AP program. **Prerequisites:** Biology and either Chemistry or Honors Chemistry.

**\*AP Chemistry (1 credit)**

This course duplicates the experiences and rigor of a college-level introductory chemistry course designed for science and engineering majors. In addition to topics studied in Honors Chemistry, students study reaction kinetics, equilibrium, acids and bases, redox reactions, electrochemistry, and thermodynamics. Lengthy, complex lab experiments designed to complement the classroom portions of the course are conducted approximately once every rotation and begin at 7:30 a.m. The syllabus incorporates the recommendations of the College Board AP program. **Prerequisites:** Honors Chemistry and prior or concurrent enrollment in Honors Physics.

**\*AP Physics 2 (1 credit)**

This is an algebra-based, college-level introductory physics course that provides students with a solid foundation in thermodynamics and kinetic theory, fluid statics and dynamics, electrostatics, DC and RC circuits, magnetic fields and electromagnetism, physical and geometric optics, and quantum, atomic and nuclear physics. Through inquiry-based learning and hands-on lab explorations, students develop critical thinking and reasoning skills. The syllabus incorporates the recommendations of the College Board AP program. **Prerequisites:** Honors Chemistry, Honors Physics, and Algebra 2 or Accelerated Algebra 2.

**\*AP Environmental Science (1 credit)**

This course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze environmental problems both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or

preventing them. The syllabus incorporates the recommendations of the College Board AP program. **Prerequisites:** Biology and prior or concurrent enrollment in Chemistry or Honors Chemistry.

## **SOCIAL STUDIES**

### **3 credits required for graduation**

#### **History of the Classical World (1 credit)**

This course for freshmen surveys the development of complex civilizations in the ancient Mediterranean world from the Paleolithic period through Late Antiquity. Emphasis is placed on the major developments in the political, social, and economic history of the ancient Near East, Egypt, Greece, and Rome, with special attention to those institutions and ideas that significantly influenced the development of western civilization.

#### **History of the Modern World (1 credit)**

This course for sophomores examines the period from 1450 to the present through in-depth study of the forces that created the 21st century, such as economic globalization and interdependence, political and ideological conflicts, global and national identities, and the power of culture and technology to shape human events. Students develop analytical skills to deeply explore connections between historical and current events, read primary and secondary sources, and produce independent research. As a learning community, students also engage in civil discussion and collaboration with their peers. Each student completes a major research project with collaborative components.

#### **United States History (1 credit)**

This course for juniors gives students a broad overview of United States history and the political, economic, and social processes that combined to create this country. A textbook and variety of supplemental materials stress critical and analytical thinking skills. Through the careful investigation, analysis, and examination of primary and secondary sources, students formulate a coherent understanding of those factors that shaped the United States. Students are guided through the basics of formal research in a major essay integrated with their English 11 course.

**Note:** Either U.S. History or AP U.S. History is required for graduation.

#### **Economics I (.5 credit)**

“Everyone must, to some extent, act as his own economist—in his private life and as a citizen—and both he and the community will be better served if he is well informed and can think clearly and objectively about economic questions” (National Task Force on Economic Education). This course is a basic introduction to macroeconomics and microeconomics. Critical thinking using economic reasoning is emphasized. Senior standing required.

#### **Government and Politics I (.5 credit)**

This course focuses on the structure and dynamics of American government, and examines citizenship and civic responsibility. Particular emphasis is placed on the Constitution and Constitutional Convention, the evolution and growth of the modern federal government, and contemporary American politics. Students study federalism, individual political participation, civil rights and liberties, and the expansion of the size and scope of the federal government during

the 20th century. Students also engage in a series of informed debates on current political issues to better form their own educated opinions on both specific issues and broader political ideologies. Senior standing required.

### **History of Warfare I (.5 credit)**

This course introduces students to the ways in which warfare has been practiced throughout history. Students examine the institutions of armies and how the position of the warrior has evolved, the impact on history of warfare and the weapons used to wage it, and the tactical, strategic, and logistical decisions that have separated history's war-winners from its war-losers. The course also examines ways in which people have tried both successfully and unsuccessfully to prevent wars, and how lasting peace has historically been achieved. Senior standing required.

### **The 21<sup>st</sup> Century American Experience: The Unfinished Project I (.5 credit)**

This seminar course focuses on the modern American experience by exploring the following themes: economic opportunity, individual and government responsibilities and rights, inclusivity and shared purpose, and human impact on the environment. The course addresses these Essential Questions: What is the American dream today? What does it mean to be a "city upon a hill" in the 21st century? What duty do we owe each other? How do we build community? How do we balance freedom and responsibility? How do our actions impact others and the environment? Senior standing required.

### **Comparative Religions II (.5 credit)**

In this course, students analyze the major world religions, with particular attention to the origins, historical development, and principal themes/belief systems of nine major world religions that have played an enormous role in shaping world civilizations and human cultures. As globalization creates an increasingly intertwined and interdependent world, students need to understand how these belief systems have contributed to it. Therefore, this course focuses on current events and controversies surrounding the great religions and familiarizes students with this material to help them become more compassionate, empathetic, and understanding, yet careful to recognize the conflict and danger that often accompany religious zealotry. Senior standing required.

### **History on Film II (.5 credit)**

This course examines various films to examine the popular interpretations and revisions of history as shown by Hollywood. Students will analyze both the films themselves and the historical events they purport to portray, diving deeply into questions such as, Why were these films made? How closely do the events of the film correspond to what is known and documented in historical sources? What choices did the directors make to please or influence their audiences? What influences and biases, both overt and subconscious, put pressure on the writers and directors to slant, modify, or outright change the documented historical facts? Students will gain a new appreciation for the deep facts of history, and the way in which film has been and can be used as a social and political tool. Selected films may include but are not limited to *Gladiator*, *Kingdom of Heaven*, *Aleksandr Nevskii*, *Braveheart*, *Glory*, *Lincoln*, *Birth of a Nation*, *1917*, *Battleship Potemkin*, *Casablanca*, *The Great Escape*, and *Saving Private Ryan*. Senior standing required.

**\*AP Comparative Government II (.5 credit)**

This survey course in comparative politics examines six countries: Britain, Russia, Mexico, China, Iran, and Nigeria. The course focuses on political and economic institutions in the modern era and asks students to compare both function and outcome. The course is relevant and dynamic as it is closely tied to current events. It also requires students to reflect on political and economic choices in the United States. This course makes an excellent companion to two fall electives: Government & Politics and Economics. The syllabus incorporates the recommendations of the College Board AP program. Senior standing required.

**\*AP United States History (1 credit)**

In this course, students undertake a rigorous exploration of United States history with an emphasis on independent thought. The course focuses on the areas of United States history that are stressed in the AP exam and utilizes a college-level textbook and a variety of supplemental materials. Advanced analytical writing skills and student initiative are stressed. Students must be prepared for college-level expectations in the study of U.S. history and a substantial reading and writing load. Students are guided through the basics of formal research in an essay integrated with their English 11 course. The syllabus incorporates the recommendations of the College Board AP program. **Note:** Either U.S. History or AP U.S. History is required for graduation.

**\*AP World History (1 credit)**

As the AP World History materials note, "The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study." The time period studied is 8000 B.C.E. to the end of the 20th century. Assessments are shaped by the AP exam and consist of primary and secondary source analyses, essays, and multiple-choice tests. The syllabus incorporates the recommendations of the College Board AP program. Sophomore standing required.

## **VISUAL ARTS**

**1.75 credit of Visual Arts and/or Performing Arts (p. 13-15) required for graduation**

With the exception of introductory and AP courses, students can repeatedly enroll in Visual Arts courses.

**General Art I, II (.5 credit)**

This course is designed primarily for freshmen and sophomores but is open to any Upper School student. Students are introduced to basic skills, techniques, and vocabulary with a variety of visual art materials. Media used may include but are not limited to drawing, painting, printmaking, ceramics, digital design, and fiber. Because General Art I and II differ in

coursework, students are welcome to take both semesters, but only one is required to move on to advanced courses.

### **Advanced Art I, II (.5 credit)**

This course is designed for students who wish to develop their technical artistic skills and dive deeper into the purpose of art. Students will explore topics like commercialism, identity, protest, color theory, and cultural expression. Assignments are more challenging and will include in-depth explorations of different media, such as creating a design for screen printing on t-shirts. Students will also have the opportunity to select independent projects, with regular small-group feedback. **Prerequisite:** General Art.

### **Digital Photography I, II (.5 credit)**

This course is an introduction to digital photography basics, including the skills and vocabulary needed to operate a DSLR camera. Students will also learn digital design and photo manipulation using the Adobe Suite. Limited DSLR's are available for student use; students are welcome to bring their personal devices. **Prerequisite:** General Art. Enrollment limited to 5.

### **Glass Studio I, II (.25 credit)**

In this course, students will be introduced to several glassmaking processes including fusing, hot working/blowing, cold working, bead making, and casting. Emphasis will be placed on studio safety, skill building, collaboration, and idea development from two-dimensional sketches into three-dimensional glass pieces. **Prerequisite:** General Art if freshman or sophomore standing. No prerequisite if junior or senior standing. Enrollment limited to 6.

### **Ceramics I (.5 credit)**

In this specialized course, students extend their study of visual art through the medium of clay, using hand-building and throwing techniques. Students build artistic skills analytically, conceptually, and technically by constructing both decorative and functional objects. In order to produce more personalized works, they will also learn unique decorative approaches and glaze applications. **Prerequisite:** General Art if freshman or sophomore standing. No prerequisite if junior or senior standing. Enrollment limited to 12.

### **Painting I (.5 credit)**

This upper-level course further explores painting techniques and approaches. Students develop a deeper understanding of color mixing, brush work, and various painting styles through the lens of notable historical and contemporary artworks. **Prerequisite:** General Art.

### **Modern Design Technology II (.5 credit)**

Design technology merges art and science through exciting projects with real-world applications. This course helps students gain knowledge and skill using a variety of machines to create finished products out of wood, plastic, and metal. Students are also introduced to the computer aided design (CAD) and manufacturing process and will have an opportunity to design and create, using a 3D printer, laser cutter, and computer numeric controlled (CNC) machine.

Emphasis is on the proper use of tools, principles of design, appreciation for fine craftsmanship, and shop safety. Enrollment limited to 8.

### **Advanced Drawing II** (.5 credit)

This upper-level course explores the art of drawing and mark making with various materials, including graphite, charcoal, and ink. Advanced skills include practice in perspective, observational work, grid manipulation, and abstraction.

**Prerequisite:** General Art.

### **\*AP 2-D Art & Design** (1 credit)

The AP Studio Art Program is a year-long course to guide students in the development of a visual art portfolio. Students' portfolios should demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions of 2-D Design. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses. **Prerequisite:** General Art, plus two additional Visual Art courses. Junior or senior standing required.

## **WORLD LANGUAGES**

**3 credits/levels in one language required for graduation**

### **Chinese**

**Note: A grade of C- (70%) or better is needed to proceed to the next level of study.**

#### **Chinese 1 (Mandarin)** (1 credit)

This is an introductory course designed for students who have had no previous study of Mandarin Chinese. Speaking and listening skills are emphasized through the use of multimedia, classroom exercises, and other teaching methods. Chinese writing, pinyin and tonal systems are introduced. Culture, history, and other aspects of the language are taught.

#### **Chinese 2 (Mandarin)** (1 credit) (not offered in 2022-23)

Students who have successfully completed Mandarin Chinese 1 continue their study of grammar, vocabulary, writing, reading, and culture. Conversation, writing, and speaking are emphasized.

#### **Chinese 3 (Mandarin)** (1 credit)

In this course, students attain a solid grasp of the basic vocabulary and grammar needed to carry on a conversation. Students practice reading, writing, listening, and speaking skills, using a variety of multimedia, workbook exercises, composition topics, short readings, movies, and listening exercises.

#### **Chinese 4 (Mandarin)** (1 credit)

This course develops functional, communicative language ability using reinforcement and expansion. Students are expected to begin the course with knowledge of grammatical structures

and vocabulary from previous courses. Students are exposed to more Chinese words, and can recognize and use them correctly. Emphasis is placed on speaking, reading, and writing.

### **Chinese 5 (Mandarin)** (1 credit)

This course further develops communication skills. A discussion format and communicative activities emphasize student participation. The course features high-interest topics and integration of language and culture through Chinese art, music, and literature. Thematic units are used to increase both written and spoken expression.

## **French**

**Please note: A grade of C- (70%) or better is needed to proceed to the next level of study.**

### **French 1** (1 credit)

This course is for students who have had no previous study of French. The course uses an oral-aural approach that emphasizes speaking and listening through classroom exercises, videos, and a workbook. Basic vocabulary, reading, and writing skills are taught through the study of French-speaking cultures.

### **French 2** (1 credit)

Students who have successfully completed French 1 continue their study of grammar, vocabulary, writing, reading, and culture.

### **French 3** (1 credit)

This course completes the presentation of grammatical structures at the beginning level and introduces intermediate concepts. Testing is proficiency based, requiring competence in reading, writing, listening, and speaking. Students practice the four skills through pair work, written workbook exercises, compositions, short readings, and listening exercises.

### **French 4** (1 credit)

This course offers a combined course of grammar, oral expression, and literary study to promote the advancement of the four language skills. Review and study of intermediate and advanced grammatical concepts prepare students to use a higher level of language in both spoken and written contexts, and French 4 prepares the more conscientious student for success in the French 5 AP Language course. Emphasis is placed on self-expression in paired activities and group discussions relevant to the literature or thematic material being studied. Throughout the year, students read and discuss a short novel and several short stories.

### **French 5** (1 credit)

This course further develops intermediate communication skills. A discussion format and communicative activities emphasize speaking and listening skills. Thematic units are used to increase both written and spoken expression, and a grammar review workbook is used to further grammatical skills.

### **\*AP French 5 - Language** (1 credit)

This course is designed for students who have a strong grasp of the vocabulary and grammatical structures taught in previous courses and prepares them to take the AP French Language exam. Students read a selection of authentic texts. A discussion format emphasizes



speaking and listening skills. In addition, students are expected to increase their vocabulary and improve their grammatical skills through essay writing and oral presentations. Thematic units provide topics of class discussion designed to enhance contemporary vocabulary and reading comprehension as well as an up-to-date view of French culture. The syllabus incorporates the recommendations of the College Board AP program.

## **Spanish**

**Please note: A grade of C- (70%) or better is needed to proceed to the next level of study.**

### **Spanish 1** (1 credit)

This course is designed for students who have had little or no previous exposure to Spanish. It emphasizes listening and speaking skills and introduces the study of Spanish-speaking cultures.

### **Spanish 2** (1 credit)

Students who have successfully completed Spanish 1 continue their study of vocabulary, grammar, and culture. Communication is also emphasized in this course.

### **Spanish 3** (1 credit)

In this course, students attain a solid grasp of the basic vocabulary and grammar needed to express themselves at an elementary level. Students practice reading, writing, listening, and speaking through pair work, written workbook exercises, compositions, short readings, and listening exercises.

### **Spanish 4** (1 credit)

In this course, students develop functional, communicative language ability at the intermediate level, using reinforcement, expansion, and synthesis. Students are expected to begin the course with knowledge of grammatical structures and vocabulary emphasized in previous courses. Class time focuses on practicing grammatical structures and vocabulary in meaningful conversation.

### **Spanish 5** (1 credit)

In this course, students improve communication skills while learning about the Hispanic world. A discussion format and communicative activities emphasize student participation. The course features high-interest topics, a review of selected grammatical topics, and an integration of language and culture through the active use of art, music, and literature from the Spanish-speaking world. Active, personalized, and real communication about actual issues and experiences are stressed.

### **\*AP Spanish 5 - Language** (1 credit)

This course is intended for students who have a strong grasp of the vocabulary and grammatical structures taught in previous courses and wish to develop high-level proficiency in all four language skills: listening, speaking, reading, and writing. Students read a selection of authentic texts. A discussion format emphasizes speaking and listening skills. In addition, students are expected to increase their vocabulary and improve their grammatical skills through essay writing and oral presentations. Thematic units provide topics of class discussion designed to enhance contemporary vocabulary and reading comprehension as well as an up-to-date view

of Spanish culture. The syllabus incorporates the recommendations of the College Board AP program.

\* AP students in any discipline may elect to take the AP Exam in May. A score of 3 or better on a scale of 5 on this national exam qualifies the student for advanced placement and/or credit at many colleges.

# Appendix

## Co-Curricular Opportunities and Points

<b>Athletics</b>	<b>General Points</b>
Team Member	3*
Manager	1-3*
<b>Performing Arts</b>	
Plays, musicals (actors)	3*
Stagecraft/Tech	1-3*
Pit Orchestra Musicians	1-3*
Jazz	1-3*
Regional and State Solo & Ensemble Contests	1
Chorale	1
<b>Publications</b>	
Yearbook	1
Editor-in-charge	3
<b>Academic Competitions</b>	
Forensics	1-2*
Model OAS	1-2*
Model UN	1-2*
ROV	1
Science Olympiad	1-3*
Regional and State World Language Contests	1
<b>Schoolwide Organizations</b>	
Student Government	1*
<b>Outside-of-School Activities*</b>	
Music Lessons	
Scouts	
Youth Groups	
Club Sports	
Religious activities (must be pre-approved by Upper School Co-curricular Coordinator)	
Other activities submitted for pre-approval (dance, martial arts, equestrian training, etc.)	

\*Credit assigned by coach/teacher based on participation

# Exercise Requirement Opportunities

All exercise requirement forms can be accessed electronically in Google Drive. Students are expected to complete and submit all forms electronically.

## **Approved On-campus Exercise Activities (involvement based on program)**

- Involvement in school-sponsored Interscholastic Sports
- Involvement in a Health & Fitness or Dance class
- Involvement as a dancer in a musical theater production

## **Approved Personal Fitness Program (weekly participation: 3 days a week/per semester)**

- Weight training
- Walking/Running program
- Open sports (tennis, basketball, or soccer)
- Approved off-campus activity

## **Process to meet the Exercise Requirement with Off-campus Personal Fitness Program**

- Obtain pre-approval from Fitness Center Director Zach Perkins
- Maintain a log via GoogleForm of weekly activities with participation verified by an adult sponsor.

## **Examples of Off-campus Personal Fitness Activities (subject to approval as outlined above)**

- Dance lessons at a professional dance studio
- Supervised personal fitness training
- Club sports (basketball, soccer, volleyball, curling, hockey, ice skating, gymnastics, etc.)
- Horseback riding

# Interscholastic Sports

## Fall

- Girls' tennis
- Girls' volleyball
- Girls' golf
- Girls' swimming & diving
- Boys' soccer
- Boys' Volleyball
- Cross country (co-ed)

## Winter

- Girls' basketball
- Boys' basketball
- Boys' swimming & diving

## Spring

- Girls' soccer
- Boys' baseball
- Boys' tennis
- Boys' golf
- Track & field (co-ed)