

COLLEGIUM CHARTER SCHOOL
HIGH SCHOOL

PROGRAM OF STUDIES 2017-2018

Updated June 2017



The purpose of the High School Program of Studies is to help students plan an appropriate high school program. The High School's Program of Studies explains the policies related to assessment, promotion and graduation requirements, and additional programs. Course descriptions for the 2017-2018 school year are listed by department. Please note that course offerings are subject to change due to faculty availability and student interest.

This page is intentionally left blank.

Table of Contents

Mission Statement	5
Guidance Department	5
Academic Day	5
Grading System	6
Assessment	7
Summative Assessments	7
Formative Assessments	7
Homework Policy	8
Late Work Policy	8
Promotion Requirements	8
Graduation Requirements	9
Course Levels	11
Honors Level	11
College Preparatory Level	11
Academic Level	11
Resource Level	11
Non-Recommended Placement of Students	11
Accelerating a Student's Course Progression	12
Changing Scheduled Courses	12
Independent Projects	12
Transfer Students	13
Advanced Placement[®],¹ (AP[®]) Course Policy	13
Dual Enrollment Course Policy	15
Virtual High School	16
Core Curriculum Sequence	16
Course Continuum by Grade Level	16
Course Descriptions by Department	17
English Language Arts Department	17
English Language Arts Course Descriptions	18

¹ AP[®] and Advanced Placement[®] are registered trademarks of the College Board, which is not affiliated with, and does not endorse, Collegium. Used with permission.

English Language Arts Electives	21
Mathematics Department	22
Mathematics Course Descriptions	23
Mathematics Electives	25
Science Department	26
Science Course Descriptions	27
Science Electives	30
Social Studies Department	31
Social Studies Course Descriptions	32
Social Studies Electives	34
World Language Department	35
World Language Course Descriptions	35
World Language Electives	38
Engineering and Technology Department	39
Engineering and Technology Course Descriptions	39
Special Areas Department	43
Art Electives	43
Music Electives	48
Health & Physical Education Course Descriptions	51
Health & Physical Education Electives	52

Mission Statement

The Collegium Charter School Community will work tirelessly to ensure the brightest possible futures for our students, to nurture them, to empower them to recognize in themselves uniqueness and talent, to instill in them a firm academic foundation, critical thinking, and respect for diversity, to foster in them scholarship and responsibility, and to develop in them the desire for a lifetime filled with optimism, generosity, character, and confidence. Our goal will continually be to prepare each student for the rigors of college life, and to hold ourselves and our students accountable for our mutual success.

Guidance Department

Course selection is a critical process for students and families. The purpose of this handbook is to provide valuable information to aid in this process. Please carefully review the policies and course offerings. The Guidance Department strives to assist in developing a schedule for each student that meets his/her educational needs and career goals. Students are strongly encouraged to make an appointment with their counselor for assistance in the course selection process. CCS counselors, administrators, and teachers are happy to help parents with questions regarding course content and recommended placement.

Academic Day

The academic day runs from 7:30 am – 3:00 pm. Collegium follows a 6-day rotating schedule for all students. This type of schedule helps reduce the effects of scheduling changes on classes that do not meet daily. For example, instead of your child's schedule going from Monday to Friday, he/she will have a schedule for each of the following: Day 1, Day 2, Day 3, Day 4, Day 5 and Day 6. The “Days” are published in the weekly newsletter and on the homepage of our website.

Bell Schedule**HS Schedule for Days 1, 3, 5****40-Minute Periods****4-Minute Passing Time**

Period	Time
HR	7:30 – 7:41
1st	7:45 - 8:25
2 nd	8:29 – 9:09
3 rd	9:13 – 9:53
4 th	9:57 – 10:37
5 th	10:41 – 11:21
6 th	11:25 – 12:05
7 th	12:09 – 12:49
8 th	12:53 – 1:33
9 th	1:37 – 2:17
10 th	2:21 – 3:01

Academic Day (Continued)

HS Schedule for Days 2, 4, 6
38-Minute Periods
4-Minute Passing Time

Period	Time
HR	7:30 – 7:36
1 st	7:40 – 8:18
2 nd	8:22 – 9:00
3 rd	9:04 – 9:42
4 th	9:46 – 10:24
5 th	10:28 – 11:06
6 th	11:10 – 11:48
7 th	11:52 – 12:30
8 th	12:34 – 1:12
9 th	1:16 – 1:54
10 th	1:58 – 2:36
STRETCH	2:40 – 3:00

*STRETCH is a time during the academic day in which teachers are able to offer students opportunities to “stretch” their understanding for enrichment or to meet academic expectations.

Grading System

All grades are reported in percentages. Collegium does not report or convert percentage grades to a four-point scale. Extra-credit assignments and “curves” are not used in the calculation of student grades. Collegium has four equally weighted marking periods (quarters) throughout the academic year. Midterm and final exams are 10% each of the final grade. Some courses are semester courses that only have two quarters and may not have a midterm or final. The components of the final grade of semester-long courses will vary.

Quarter	Percentage of Final Grade
1 st	20%
2 nd	20%
Midterm Exam	10%
3 rd	20%
4 th	20%
Final Exam	10%

Grading Scale

93-100%	A
85-92%	B
77-84%	C
70-76%	D
0-69%	F

Grading System (Continued)

For grade point average (GPA) calculations, Advanced Placement® courses are weighted with an additional 7 points if the student takes the AP Exam, and with an additional 5 points if the student does not take the AP Exam. Dual Enrollment courses are weighted with an additional 7 points. Honors courses are weighted with an additional 5 points. This value is not added to the final percentage grade for a class and, the additional points are not reflected in the percentage grade provided on a report card or transcript. Only class rank is determined by the weighted GPA.

Senior (Grade 12) Final Exams Exemption Policy

At Collegium, we want to recognize and reward students who work hard all year long. Seniors who have demonstrated academic excellence with a year-to-date grade of 93 or higher in a course may be considered for exemption from the course's final exam. This exemption is an incentive for seniors to finish their high school careers with focus and dedication. Students who wish to be considered for the exemption must submit an Exemption Request Form in the spring of their graduating year for each course for which they qualify.

Assessment

Assessment	% of Quarterly Grades	% of Final Grade	Examples of Assessments
Summative Assessments	60%	48%	Tests, Large Quizzes, Essays, Projects (formerly: Foundational Knowledge Assessments (FKs), Critical Milestone Questions (CMQs))
Formative Assessments	40% (5% Homework)	32%	Homework, Quizzes, Projects, Class Activities (formerly: Teacher Imbedded Assessments (TIAs))
Midterm	N/A	10%	--
Final	N/A	10%	--

Summative Assessments

Summative Assessments are CCS-standardized assessments which make up a total of 60% of the quarterly grade in a course. They are utilized to ensure our students' mastery of the CCS curriculum in grades 9-12. Examples of Summative Assessments are tests, large quizzes, essays, projects (all formerly called Foundational Knowledge and Critical Milestone Questions), and a midterm and a final exam. Midterm Exams will be administered midway through the school year, and Final Exams will be given at the end of the school year.

Formative Assessments

Formative Assessments, which make up 40% of a student's quarterly grade in a course, are utilized to guide instructional decisions by allowing the teacher to monitor students' depth of understanding on a daily basis. The teacher can then decide whether or not the class is ready to proceed or if materials need to be retaught prior to taking a more formal Summative Assessment.

Homework Policy*Philosophy*

Collegium Charter High School supports the philosophy that homework is an essential element of student learning, preparation for post-secondary educational pursuits, and the development of responsibility. Teachers will only require students to complete a homework assignment if they feel the particular assignment is in the best interest of the learners. To evaluate student progress, completion of homework assignments will be monitored, and the skills practiced in homework assignments may be assessed in class. Parents have the opportunity to monitor their child's homework through PowerSchool and to communicate with teachers regarding their child's understanding of the content or individual needs.

Policy

1. Homework is 5% of the Formative Assessment portion of the final grade.
2. The grading scale is:
 - 0 = not done
 - 1 = partial/incomplete
 - 2 = complete.
3. Homework is assigned to classes or individual students at the teacher's discretion.
4. Homework is not included in the Late Work Policy.
5. Students may be exempted from homework at the teacher's discretion.

Late Work Policy

1. Late work policies for Formative Assessments are developed and communicated by each department, in accordance with the existing make-up homework policy for school absences.
2. Summative Assessments will not be accepted more than one week after the due date, in accordance with the existing make-up work policy for school absences.

Promotion Requirements

Collegium's objectives are to educate students to their fullest potential and to prepare them for post-secondary education. To achieve these objectives, Collegium's students are expected to perform to high standards and demonstrate application of their acquired knowledge. High School students who fail a course may not earn enough credits to advance in status and would retain his/her current status. The following credits are required of all high school students to be promoted to the next grade level:

Promotion Requirements for the Class of 2018

Credits Needed	For Promotion To
7.6	10 th Grade
14.9	11 th Grade
22.4	12 th Grade

Promotion Requirements (Continued)**Promotion Requirements for the Class of 2019**

Credits Needed	For Promotion To
7.6	10 th Grade
15.1	11 th Grade
22.1	12 th Grade

Promotion Requirements for the Class of 2020 and Beyond

Credits Needed	For Promotion To
7.5	10 th Grade
14.5	11 th Grade
21.5	12 th Grade

For a student to earn credit value for a course, his/her final cumulative grade for the course must be 70% or higher. A student with a final cumulative grade less than 70% will not pass the course. When a student does not pass a course that is required or necessary for credit purposes, the student must retake the course or its equivalent.

High school students will only be permitted to make up failed coursework at CCS approved summer schools or programs outside of Collegium. The list of approved programs is available on the CCS website (www.collegiumcharter.com). To ensure proper course selection, please consult with the guidance counselor before registering for any courses. The principal will review the proposed course to determine if it is an appropriate replacement for the CCS course.

Graduation Requirements

Collegium Charter School's graduation requirements are based on criteria determined by the CCS Board of Trustees. Our requirements exceed the standards set by the Pennsylvania Department of Education. Collegium does not award partial credit for courses not completed.

1. To earn credit for courses taken, students must achieve a 70% or better in each course.
2. High school students must complete and document through x2VOL (a program in the Naviance Suite) a minimum of ten community service hours per year of high school attendance at CCS, for a total of 40 hours.
3. CCS students with Individualized Education Plans (IEPs) may have modified graduation requirements. Those modifications are stipulated within the students' IEPs.
4. Other than exceptions in IEPs, exceptions to graduation requirements are only considered in very rare cases. To be considered for an exception, a written request must be submitted to the principal and CEO. The written request will be considered, and the principal and CEO will provide a written decision. Appeals of the written decision of the principal and CEO should be made to the CCS Board of Trustees in writing.
5. Keystone Proficiency: Beginning with the class of 2019, students must score "proficient" or "advanced" on each of three (3) end-of-course Keystone Exams or their corresponding Project-Based Assessments: Algebra I, Biology, and Literature. CCS staff will communicate remediation needs and expectations according to the requirements of the Pennsylvania Department of Education.

Graduation Requirements (cont'd)

High School graduation credits will change slightly until the Class of 2020 graduates due to changes in English, Health, and Physical Education requirements. See the three tables below for details:

High School Credits (Class of 2018)

Subject Area	Required Credits
English	7.5
Mathematics	4.0
Social Studies	4.0
Science	4.0
Foreign Language	4.0
Health Education	1.1
Physical Education	0.8
Electives	4.0
Minimum Required for Graduation	29.4

High School Credits (Class of 2019)

Subject Area	Required Credits
English	7.0
Mathematics	4.0
Social Studies	4.0
Science	4.0
Foreign Language	4.0
Health Education	1.3
Physical Education	0.8
Electives	4.0
Minimum Required for Graduation	29.1

High School Credits (Class of 2020 and beyond)

Subject Area	Required Credits
English	6.5
Mathematics	4.0
Social Studies	4.0
Science	4.0
Foreign Language	4.0
Health Education	1.0
Physical Education	1.0
Electives	4.0
Minimum Required for Graduation	28.5

Course Levels

Student placement in a particular level is based on the following criteria: academic performance, teacher recommendations, and performance on standardized tests, e.g., PSSAs. To the extent to which scheduling allows, student placement is course specific, i.e., a student may be enrolled in an Honors Level Math class and a College Preparatory English Language Arts class.

The educational team (teachers, guidance counselors, and administrators) may recommend level changes for students who either have not mastered (85% or better) the content or who have excelled in their current placement. Level changes may be made with the approval of the principal and if scheduling permits. Level changes may also be made as required by an Individualized Education Plan (IEP).

Honors Level (H)

This level is for high-achieving students who are self-motivated to learn. The plan for these students is to select from a wide variety of elite colleges and universities. Students at this level are capable of higher-level thinking, demonstrate maturity, and have highly developed study skills that enable them to pursue independent research and learning. Honors level students are eligible for Advanced Placement[®] courses. To remain in courses at this level, students must have consistent grades of 85% or better at the conclusion of each school year. Students will demonstrate the ability to read, write, and speak in an advanced manner, and will meet or exceed PA standardized requirements. Once an Advanced Placement course begins, the course may not be dropped/added.

College Preparatory (CP)

This level is for students who plan to attend a competitive four-year college and who have mastered the academic skills to achieve college admission. The students in this level possess effective study skills and conscientiously complete assignments. They demonstrate the ability to read, write, and speak proficiently, and meet or exceed the PA standardized requirements.

Academic Level (AC)

This level is for students who plan to attend four-year colleges, technology institutes, or those who plan to begin college in community or junior colleges. This level provides curriculum content at a rate appropriate for the students, while covering all requirements necessary to be accepted into a post-secondary institution. Students in this level demonstrate the ability to read, write, and speak in a proficient manner, and meet PA standardized requirements.

Resource Level

This level is for students who need support outside of the regular education classroom. Courses in this level will be individualized for students based on IEP goals, students' least restrictive environments, and in accordance with applicable state and federal regulations.

Non-Recommended Placement of Students

The educational team (teachers, guidance counselors, and administrators) carefully considers academic performance, standardized test results, and motivational level when recommending course levels for their students. A student's schedule reflects where the educational team, based on its professional judgment and experience with the student, believes he/she will succeed.

Courses are offered at three different levels: Honors, College Preparatory, and Academic. The levels, each of which prepares the student for college work, enable students to be accurately placed according to their

Non-Recommended Placement of Students (Continued)

needs and abilities. A parent who disagrees with the recommended placement may override the decision of CCS; however, in doing so the parent must understand and agree to the following conditions:

1. To the extent to which the master schedule allows, student placement is course-specific, i.e., a student may be enrolled in a College Preparatory science class and an Academic math class.
2. If a student in a non-recommended placement cannot keep up with the class work, Collegium's class schedule may not allow the student to change to another level due to scheduling conflicts with other courses. The student may then have to take a *Withdrawal Failing* and be assigned to a study hall.
3. Teachers of Honors level and College Preparatory level courses are not expected to alter the pace of their courses or provide extra help for students who were recommended for a lower level. Parents who determine it is necessary to hire a tutor to work with the student outside of class do so at their own expense.
4. AP[®]/Honors level courses are for students with demonstrated skills in independent study and research. Those students are responsible for their work. Parents may not request daily or weekly progress reports from teachers of AP/Honors level courses.

Accelerating Student's Course Progression

Option 1: Students who are confident in the content of a required skills-based course (Math or Spanish) may choose to take the CCS final exam to determine if they can skip a course. If a student earns an 85% or better on the CCS final exam for the course, he/she can skip that course and move on to the next level of study in the subject area. Credits are not earned for a course being skipped, and no grade will appear for the course on the student's transcript. Students must still take four high school years of the subject area. Accelerating does not exempt a student from taking a course in a required subject area.

Option 2: Students who take a course in lieu of a CCS course through a program approved by CCS, and who pass the course with a 70% or better, will be awarded high school credit for the course, and it will appear on each student's CCS transcript. Currently, only Delaware County Community College and Educere are approved programs. Students do not need to take the CCS final in this scenario. If a student takes a class through a program not approved by CCS, he/she may be awarded credit for the course if the student passes the course with a 70% or better and passes the CCS final exam with a grade of 85% or better.

Changing Scheduled Courses

Students may not change elective courses after the first two weeks of each semester. Changes in course levels for major subjects will only be permitted midway through the year when extenuating circumstances are present and/or the principal approves. Students who withdraw from a major course after the permitted time period will receive the designation of either *Withdrawal Pass* or *Withdrawal Fail* for the course on their high school transcripts. Credits are not earned when a student withdraws from a course. Signed parental consent is required in order for a student to withdraw from a course.

Independent Projects

An Independent Project may be substituted for a high school elective when it is educationally appropriate. The principal and the student's parent(s) must grant permission for an Independent Project. Participation requires a CCS faculty member advisor. Project requirements and assessment methods will be determined prior to the start of the course by the CCS faculty member advisor.

Transfer Students

In order to earn a diploma from Collegium, high school students (grades 9-12) transferring to Collegium from other schools will be expected to successfully complete a minimum of four years of the following major subject areas: Science, Math, Social Studies, and Language Arts; a year of Spanish for each school year attending CCS; and applicable elective credits for the years attending CCS. Based on the transferring student's previously completed high school courses, there may be additional course requirements that could vary. Students will be advised of those requirements at the time of transfer. Students who are not able to successfully complete the requirements by the end of what would traditionally be their senior years will not graduate.

Students who transfer to Collegium must have earned a 70% or better in courses taken in other schools for the credits to transfer and be recognized and applied toward a student's required credits for graduation. For a student who transfers to Collegium during the school year, year-to-date grades will transfer with the student to Collegium and will be averaged into grades earned at Collegium for the final course grade from Collegium.

Students transferring from Collegium to another school will only receive credit for completed courses. Collegium does not award partial credit for courses not completed. Guidance counselors will work with students individually to create a schedule to ensure that all credits are completed.

Advanced Placement® (AP®) Course Policy

Select AP courses are available to any student in grades 9-12 who completes and submits an application while meeting the following criteria: maintained an outstanding grade in prerequisite or content-related course; earned an AP Potential™.² score; and received a written recommendation from the teacher of current content-related course. In order to encourage participation in AP courses, Collegium pays for all 10th grade students to take the PSAT/NMSQT®.³ All successful applicants are placed in the AP course for which they apply.

Below are three sections that will provide relevant information to judge student qualifications. Rising seniors are given preference over rising juniors, and rising juniors over rising sophomores. Freshmen are typically not eligible for AP course offerings, except if they are invited to take AP World History. Students must have a total average of at least a 90% in their current College Prep course or an 85% in their current Honors or AP course by January of the current school year to be considered for an AP course the following school year.

All 10th-12th grade students interested in applying for AP courses are required to have taken the PSAT/NMSQT exam. The reported AP Potential score from that assessment will be considered in the AP course application process. The PSAT/NMSQT will be administered during the school day for all 10th grade students and those 9th grade students taking AP World History.

² AP Potential is a trademark owned by the College Board, which is not affiliated with, and does not endorse, Collegium. Used with permission.

³ PSAT/NMSQT is a registered trademark of the College Board and the National Merit Scholarship Corporation. Used with permission.

Advanced Placement® (AP®) Course Policy (Continued)

The following steps must be completed in order to activate your application and AP request:

1. Complete Section I of the *AP Application Form* and send it to the subject area teacher of the AP course you wish to take. Forms are due to subject area teachers by the due date indicated on the application. Complete a separate form for each AP course you wish to take.
2. Teachers complete Section II and return the form to the principal by the application due date.
3. Principal completes Section III.
4. Acceptances will be announced for the upcoming school year in early spring.

Students must be aware of the responsibilities that accompany participation in Advanced Placement courses. In relation to their coursework, AP teachers expect substantial student independence. Students must read, write, and comprehend in even greater depth and more analytically than in CCS Honors courses. We recommend talking with specific AP teachers to receive a clearer sense of their course requirements. All Collegium students who take AP classes are expected to take the AP tests in May, as early acceptance into college will not exempt students from the exams. AP students who do not take the College Board AP exam will not receive the full weighted value for that AP course when class rank is determined. Instead, they will only receive 5 points. The parents/guardians of AP students are responsible for AP exam fees. Financial assistance is available for eligible students. Please contact the Curriculum and Assessment Coordinator for Grades 7-12, Rebecca Ratti, for more information (rratti@ccs.us).

If there are more applicants for a course than CCS has space available, all those meeting the qualifications will be ranked based on how well each applicant met the requirements. Those students meeting the qualifications for the course and not chosen for the available spaces will be placed on a waiting list. If space becomes available and the waiting list students' abilities continue to satisfy the minimum requirements to join an AP course, the waiting list students may be asked to join a course.

Collegium reserves the right to make exceptions to this policy and to revoke student acceptance into AP courses if year-end grades show a significant decline in performance and/or effort. Collegium will offer the following AP courses for the 2017-2018 school year:

AP Biology	AP Music Theory
AP Calculus AB	AP Physics
AP Calculus BC	AP Research
AP Chemistry	AP Capstone Seminar
AP Computer Science Principles	AP Spanish Language
AP English Language & Composition	AP Spanish Literature
AP English Literature & Composition	AP United States History
AP Environmental Science	AP United States Government
AP European History	AP World History

For course descriptions, see the specific department information in the following pages.

Dual Enrollment Course Policy

Collegium and Delaware County Community College (DCCC) agree to allow students to take college-level courses and receive dual credit for those courses. Students who successfully complete courses through the Dual Enrollment program will receive high school credit for the course, as well as college credit.

Only students meeting all of the following criteria are qualified to participate in the Dual Enrollment program:

1. Students must be high school juniors or seniors, and must be making satisfactory progress toward fulfilling applicable graduation requirements, as determined by Collegium. Collegium will determine satisfactory progress based on credits earned. Students must score “Proficient” or above on all three of the Pennsylvania State Keystone Exams: Algebra 1, Biology, and Literature. Students must have completed the required courses at Collegium or students may enroll in a dual enrollment course in addition to the required high school courses as determined by Collegium. DCCC will make a final determination regarding student academic ability and readiness for college-level coursework.
2. Students should be aware that taking a DCCC course does not exempt them from course requirements at Collegium. Careful planning between students and the guidance counselor is necessary to ensure that students are meeting requirements, not duplicating coursework, and are not overloading themselves with courses.

Students who do not meet the criteria described above may be permitted to enroll in Dual Enrollment courses if they meet the following alternative criteria and receive approval from both DCCC and Collegium:

1. The students are enrolled in Collegium as freshmen or sophomores, but meet the above criteria.
2. Students must score “Proficient” or above on their most recent Pennsylvania System of School Assessment (PSSA) exams or other similar standardized assessments.
3. To remain in the program, students must maintain a high school grade point average of 85 in the applicable subject areas of study.
4. Students must also maintain a minimum grade of a “C” or better in each Dual Enrollment course in which they are enrolled.

Students interested in participating in the Dual Enrollment program must meet with their school counselor to determine eligibility. Collegium reserves the right to make decisions regarding a student’s dual enrollment based on the student’s best educational interest. Please consult with your guidance counselor prior to registering for any courses to ensure proper course selection. The proposed course(s) will be reviewed by Collegium’s counseling office to determine if the course is an appropriate replacement for the CCS course or an appropriate addition to the student’s current schedule.

Collegium will award high school credit to students who successfully complete approved courses as identified by this policy and in keeping with Collegium’s and DCCC’s academic policies. Collegium defines successful completion of a DCCC course as a course in which the student earns a minimum grade of a “C.” Credit for the courses and final grades will be applied to CCS transcripts once CCS receives written notification from DCCC.

Dual Enrollment Course Policy (Continued)

For the purposes of calculating grade point averages (GPAs) and determining class rank at CCS, letter grades from DCCC are converted using the following scale. Numeric values are not reflected on student report cards or transcripts and are only used to determine GPA and class rank.

Grading Scale

97	A
88	B
81	C

Virtual High School

CCS has partnered with Virtual High School (VHS) to offer a variety of elective courses in a virtual learning environment. Through participation in these courses, teachers and students from varying social, economic, and geographic backgrounds are united to study and collaborate with one another. For more information, please visit the VHS website at <http://thevhscollaborative.org>. For a complete listing of the courses that we will be offering, please refer to the VHS information provided on our website.

Core Curriculum Sequence

A student's progress along the core curriculum continuum will be determined by his/her successful completion of required prerequisites. Course expectations become more rigorous as the academic levels increase.

Course Continuum by Grade Level

9th Grade	10th Grade	11th Grade	12th Grade
Language Arts (2)	Language Arts (1.5)	Language Arts (1.5)	Language Arts (1.5)
Social Studies	Social Studies	Social Studies	Social Studies
Math	Math	Math	Math
Science	Science	Science	Science
Spanish	Spanish	Spanish/Foreign	Spanish/Foreign
Electives	Electives	Language*	Language*
Health/PE	Health/PE	Electives	Electives
		Health/PE	Health/PE

*Students must complete at least four years of high school-level Spanish. Once completed, students may continue with higher-level Spanish or another foreign language course.

Course Descriptions by Department

Please note that registration in any course is dependent upon course availability. Courses may close or be canceled without prior announcement based on demand and registration capacities. Courses may be added to meet the needs of Collegium students. Grade levels listed below are suggested and may be modified to meet the educational needs of our students.

English Language Arts Department

Includes: Literature, Grammar, Vocabulary, and Writing.

Students in the same grade level may be studying the same subject matter; however, the expectations become more rigorous as the course levels increase. The following tables show four typical progressions for the required courses:

Grade Level	Honors Level	College Prep Level	Academic Level
9 th	World Literature & Composition H	World Literature & Composition CP	World Literature & Composition AC
10 th	American Literature & Composition H	American Literature & Composition CP	American Literature & Composition AC
11 ^{th*}	British Literature & Composition H	British Literature & Composition CP	British Literature & Composition AC
12 ^{th**}	Comparative World Literature H	Comparative World Literature CP	Comparative World Literature AC

*In 11th grade, students who wish to take an Advanced Placement[®] Composition course and have met specific prerequisite course requirements may apply for acceptance in AP[®] English Language and Composition.

**In 12th grade, students who wish to take an Advanced Placement Literature course and have met specific prerequisite course requirements may apply for acceptance in AP English Literature and Composition.

English Language Arts Course Descriptions

World Literature & Composition

Grade Level: 9 (Resource, Academic, College Preparatory, & Honors)

Term: Year, 9 meetings per cycle

Credits: 1.5

This course will expose students to the impact of literature throughout history and build a foundation for academic composition across the curriculum. The literature component of this course will examine the symbiotic relationship between literature and historical context and further examine how literature of the past can have lasting effects on readers. Students will read literature from a wide variety of world cultures, starting with ancient Sumerian writing and finishing in the present day. Genres covered include: epic poems, novels, short stories, modern poems, plays, and essays. The composition component of this course will assist students in adopting a recursive writing process to construct well-crafted writing for a variety of audiences and purposes. Students will be expected to complete regular writing assignments designed to encourage analytical thinking. Students will also learn how to apply grammar skills and vocabulary in context through targeted direct instruction, relevant high-interest reading of mentor texts, and real-world-inspired writing assignments. Integrated throughout the 9th grade curriculum will be the Rush University Neurobehavioral Center Executive Function Program, which focuses on key cognitive processes, to enhance student preparedness for the rigors of high school academics.

American Literature & Composition

Grade Level: 10 (Resource, Academic, College Preparatory, and Honors)

Term: Year, 9 meetings per cycle

Credits: 1.5

Balancing established, canonical texts with lesser-known works from diverse voices is essential to help students face the challenge of defining an American identity. In this course students will read a variety of works by American authors to better understand the shaping of complex and multifaceted national characteristics. In Writing Workshop, students will write to make meaning through a variety of modes with a focus on providing textual evidence in literary analysis. Through reading, writing, and discussion, students will refine their understanding of their cultural heritage and question their roles as American citizens in forging an enlightened and inclusive future.

British Literature & Composition

Grade Level: 11 (Resource, Academic, College Preparatory & Honors)

Term: Year, 9 meetings per cycle

Credits: 1.5

Throughout their 11th grade academic year, students will read a variety of works by British authors. This course will develop an understanding of universal themes through reading both the complex language of classic texts and considering those same themes through a study of less extensive texts. Students will establish an understanding of their roles in the world positions on important and controversial cultural themes. In Writing Workshop, students will explore the writing process through a variety of real-world assignments and literary analysis. By anchoring each thematic unit with (at least) one literary theory, students will become vigorous readers who always consider multiple perspectives.

British Literature Hybrid

Grade Level: 11 (Only for students in AP[®] Language & Composition)

Term: Year, Daily

Credits: 1.5

Throughout their 11th grade academic year, students will read a variety of works by British authors. This course will develop an understanding of universal themes through students' reading of both the complex language of classic texts and comparing those same themes through a study of less extensive texts. Students will establish their understanding of their roles in the world, as well as their positions on important and controversial cultural themes.

Comparative Literature & Composition

Grade Level: 12 (Resource, Academic, College Preparatory, and Honors)

Term: Year, 9 meetings per cycle

Credits: 1.5

In this course, students will not only read and analyze individual works of literature, but will also compare works of literature on a global scale as they relate to contemporary issues and advancements. The Writing Workshop component allows students to explore literature more deeply through a variety of writing modes, incorporating peer feedback and direct grammar instruction to create polished intellectual works. Students will chronologically travel through global trends in literature as they discover the major literary movements of the 19th and 20th centuries.

ESL Content-Based Instruction 9-12

Grade Levels: 9-12

Term: As determined

Credits: As determined by time in class

The ESL Content-Based Instruction course is designed to equip students with language skills necessary to comparably access the curriculum in relation to their peers. This class incorporates supplemental readings and resources to enrich vocabulary and concepts in the core academic subjects.

AP English Literature and Composition

Grade Levels: 12

Term: Year, 9 meetings per cycle

Credits: 1.5

Prerequisite: See AP Policy, page 13

The AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close review of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. While reading, students consider structure, style, and theme as well as smaller elements such as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Writing is an integral part of the AP English Literature and Composition course and exam. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. In order to receive the CCS weighted value for the course, students registering in AP course offerings at CCS are expected to take the corresponding College Board AP Exam at their own expense.

AP® English Language and Composition

Grade Levels: 11-12

Term: Year, Daily

Credits: 1.0

Prerequisite: See AP Policy, page 13

This course engages students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. Writing and reading examples should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effectiveness in writing. As in a college course, this course's purpose is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. In order to receive the CCS weighted value for the course, students registering in AP course offerings at CCS are expected to take the corresponding College Board AP exam at their own expense.

AP Capstone Seminar

Grade Levels: 10-12

Term: Year, Daily

Credits: 1.0

Prerequisite: See AP Policy, page 13

AP Capstone Seminar students employ the QUEST framework and an interdisciplinary approach to explore topics and real-world problems by weighing diverse perspectives from a variety of sources. Sources may include newspapers, academic journals, magazines, radio programs, television or internet broadcasts, works of art, and a variety of other media. Students learn how to fuel in-depth research with sophisticated questioning and to vet sources based on relevance, credibility, and bias. As they synthesize information, students analyze arguments and use close-reading strategies to unpack an author's line of reasoning and evaluate rhetorical efficacy. Students work independently and collaborate in teams to present their findings and to demonstrate a multifaceted understanding of chosen topics.

AP Research

Grade Levels: 11-12

Term: Year, Daily

Credits: 1.0

Prerequisite: AP Capstone Seminar; See AP Policy, page 13

The AP Capstone Research course is the second course in the AP Capstone experience. AP Research students further develop the skills they acquired in AP Capstone Seminar by using the QUEST framework to understand research methods, employ ethical research practices, and analyze and synthesize information. AP Research is an inquiry-based course that allows students to explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long, mentored, research-based investigation to address a research question. Students will reflect on their skill development, document their processes, and organize the articles of their scholarly work through a process and reflection portfolio. Students will be assessed on their reflection log over the research process, a 4,000-5,000 word academic thesis paper, and an oral defense.

English Language Arts Electives

Creative Writing

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

In this course, students explore the art of storytelling. Particular emphasis is placed on creating short works of fiction and learning the techniques of short story writing. Students will learn specifics of plot structure, conflict creation, dialogue, character development, and voice.

Public Speaking

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This course emphasizes both verbal and nonverbal communication skills. Students participate in public speaking exercises, with a primary focus on both preparation and delivery. Themes include how-to, persuasive, informative, and acceptance speeches.

Mathematics Department

A student's progress along the math course continuum will be determined by their successful completion of required prerequisites rather than by grade level. Students in the same grade level may be studying the same subject matter; however, the expectations become more rigorous as the course level increases. The following table shows four typical progressions:

Grade Level	Honors Level*	College Prep Level	Academic Level
9 th	Honors Algebra II	Algebra I CP or Algebra II CP	Algebra 1 AC
10 th	Honors Pre-Calculus	Algebra II CP or Geometry CP**	Algebra II AC
11 th	Honors Calculus	Geometry CP or Pre-Calculus CP	Geometry AC**
12 th	Honors Statistics	Pre-Calculus CP or Calculus CP or Statistics	Advanced Algebra/Trigonometry

*Starting in 11th grade, students who wish to take Advanced Placement[®] Mathematics courses and have met specific prerequisite course requirements may apply for acceptance in the following AP[®] Level Courses: AP Calculus AB and AP Calculus BC.

**CP and AC Students in 10th or 11th grade who have already completed Geometry will be placed in Algebra II.

Mathematics Course Descriptions

Algebra I

Grade Levels: 9-10 (College Preparatory and Academic)

Term: Year, Daily

Credits: 1.0

Prerequisite: Math 8 or Its Equivalent

Students will review basic tools of algebra, algebraic concepts, and simple equations. Students work with functions, graphing, multiple-step equations, inequalities, linear equations, quadratic equations and functions, number theory, radical and rational expressions, as well as exponential functions. Instruction will consist of a variety of strategies including manipulatives, instructional games, and projects. Materials Needed: Scientific calculator.

Intermediate Algebra

Grade Levels: 9-10

Term: Year, Daily

Credits: 1.0

Prerequisite: Algebra I

This course is an overview of topics covered in Algebra I, including real numbers, ratios and proportions, inequalities, linear functions, data analysis, and systems. Additionally, advanced topics such as rational expressions, powers, complex numbers, and quadratic equations will prepare students for the study of Algebra II. Students who score below “Proficient” on the Algebra I Keystone Exam will be placed in this course.

Algebra II

Grade Levels: 10-12 (Honors, College Preparatory, and Academic)

Term: Year, Daily

Credits: 1.0

Prerequisites: Algebra I

Algebra II is a rigorous course that continues the study of advanced algebraic concepts with emphasis on practical applications and modeling. Appropriate technology (e.g., manipulatives, calculators, software) is regularly used for instruction and assessment. This course will enable students to construct and manipulate mathematical models in order to interpret, understand, and predict events that have a basis in quantitative settings. Curriculum emphasizes the learning of many high-level algebraic concepts, including real numbers, first/second-degree equations and inequalities, direct and inverse variation graphs, matrices, linear systems, factoring, and exponential and logarithmic functions. Materials Needed: Graphing calculator.

Geometry

Grade Levels: 9-12 (Honors, College Preparatory, and Academic)

Term: Year, Daily

Credits: 1.0

Prerequisite: Algebra II

Students in this course will acquire deductive thinking and reasoning skills, and will increase their ability to think logically. A strong understanding of mathematical processes is required. Students will study the following geometric concepts in depth: properties of polygons, circles, perpendicular and parallel lines, perimeter, area, and volume. Materials Needed: Graphing calculator, protractor, and a compass.

Advanced Algebra/Trigonometry

Grade Levels: 11-12

Term: Year, Daily

Credits: 1.0

Prerequisite: Algebra II

The course includes a study of the following functions and their graphs: linear, polynomial, rational, exponential, logarithmic, and trigonometric. The course also covers trigonometric identities, solving trigonometric equations, and inverse trigonometric functions. **Materials Needed:** Graphing calculator.

Pre-Calculus

Grade Levels: 11-12 (Honors and College Preparatory)

Term: Year, Daily

Credits: 1.0

Prerequisite: Geometry with an 85% or higher

The course includes a study of the following functions and their graphs: linear, polynomial, rational, exponential, logarithmic, and trigonometric. The course also covers trigonometric identities, solving trigonometric equations, and inverse trigonometric functions. Additional topics include conic sections, sequences and series, and polar/parametric curves. **Materials Needed:** Graphing calculator.

Calculus CP

Grade Levels: 11-12

Term: Year, Daily

Credits: 1.0

Prerequisite: Pre-Calculus

The course includes a study of limits, continuity, derivatives with application, and integrals with application. Applications of derivatives include velocity and acceleration, related rates, and optimization. Applications of integration include area between curves and the volume of solids. **Materials Needed:** Graphing calculator.

Statistics

Grade Level: 12

Term: Year, Daily

Credits: 1.0

Prerequisite: Algebra II or Its Equivalent

This course is designed to teach students the major tools for collecting, analyzing, and drawing conclusions from data. Topics covered include exploratory analysis, planning a study, probability, and statistical inference. Students are required to actively participate in the planning and implementation of a study, which incorporates their learning from the course in a comprehensive final activity. **Materials Needed:** Graphing calculator.

AP[®] Calculus AB

Grade Levels: 11-12

Term: Year, Daily

Credits: 1.0

Prerequisite: See AP Policy, page 13

AP Calculus AB is primarily concerned with developing an understanding of calculus concepts and providing experience with related methods and applications. This course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are also highlighted. Broad concepts and widely applicable methods are emphasized. Through the use of unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. In order to receive the CCS weighted value for the course, students registering in AP course offerings at CCS are expected to take the corresponding College Board AP Exam at their own expense.

AP Calculus BC

Grade Level: 12

Term: Year, Daily

Credits: 1.0

Prerequisite: AP Calculus AB; See AP Policy, page 13

AP Calculus BC is an extension of AP Calculus AB rather than an enhancement, in that common topics require a similar depth of understanding. This course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are also important. Broad concepts and widely applicable methods are highlighted. Through the use of unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. In order to receive the CCS weighted value for the course, students registering in AP course offerings at CCS are expected to take the corresponding College Board AP Exam at their own expense.

Mathematics Electives

Introduction to Personal Finance

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

In this class, students will learn how to responsibly and effectively manage money. Topics include goal setting, financial planning, career selection, personal budgeting, saving and investing, credit and credit cards, debt, and insurance.

Science Department

A student's progress along the science course continuum will be determined by their successful completion of required prerequisites rather than by grade level. Students in the same grade level may be studying the same subject matter; however, the expectations become more rigorous as the course level increases. All science courses include a detailed plan for laboratory investigations and experiences. The following table shows four typical progressions:

Grade Level	Honors Level*	College Prep Level	Academic Level
9 th	Honors Biology & Lab	Environmental Science & Lab, CP	Environmental Science & Lab, AC
10 th	Honors Chemistry & Lab	Biology & Lab, CP	Biology & Lab, AC
11 th	Honors Physics I & Lab	Chemistry & Lab, CP	Chemistry AC
12 th	Honors Environmental Science & Lab; Principles of Engineering	Physics & Lab, CP	Applied Physics

*Starting in 11th grade, students who wish to take Advanced Placement[®] Science courses and have met specific prerequisite course requirements may apply for acceptance in the following AP[®] Level Courses: AP Biology, AP Chemistry, AP Physics 1, AP Physics 2, and AP Environmental Science.

Science Course Descriptions

Environmental Science

Grade Level: 9 (Honors, College Preparatory, and Academic)

Term: Year, Daily

Credits: 1.0

Students registered in Environmental Science will learn the three largest impacts that humans have on the environment. Students will learn attentiveness to their daily lives and gain knowledge through stimulating classroom discussions, environmentally-themed media, and laboratory/field activities.

AP[®] Environmental Science

Grade Levels: 11 and 12

Term: Year, Daily

Credits: 1.0

Prerequisite: See AP Policy, page 13

This course examines our environment and related issues. Students will learn how humans impacted the world and what can be accomplished to better protect our natural surroundings. In order to receive the CCS weighted value for the course, students registering in AP course offerings at CCS are expected to take the corresponding College Board AP Exam at their own expense.

Applied Biology

Grade Level: 10 (Academic)

Term: Year, Daily

Credits: 1.0

Although this course involves exploration and hands-on activities, it does not require extensive laboratory work. Applied Biology will focus on preparing the students to pass the Keystone Biology Exam, which is a requirement for graduation. Topics of study include the characteristics of living things, cell structure, genetics, evolution, and ecology.

Biology

Grade Levels: 9 (Honors) and 10 (College Preparatory)

Term: Year, Daily

Credits: 1.0

Biology is a laboratory-intensive course that involves the study of the defining characteristics and mechanisms of the living world. Students will participate in various lab activities that enhance knowledge of prokaryotic and eukaryotic cells, cell structure, and genetics. Technical skills as well as writing skills are emphasized in this experimental and exploratory course. Biology will also be focused on preparing students to pass the Keystone Biology Exam, which is a requirement for graduation.

AP[®] Biology**Grade Levels:** 11 and 12**Term:** Year, Daily**Credits:** 1.0**Prerequisite:** Biology; See AP Policy, page 13

The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and an appreciation of science as a process. Areas of study covered in great depth are molecules and cells, heredity and evolution, and organisms and populations. This is a rigorous course that requires a great deal of laboratory and experimental work in addition to class discussion and lengthy written assignments. In order to receive the CCS weighted value for the course, students registering in AP course offerings at CCS are expected to take the corresponding College Board AP Exam at their own expense.

Chemistry AC**Grade Levels:** 11 (Academic)**Term:** Year, Daily**Credits:** 1.0

Chemistry concepts are studied conceptually in this course. Mathematical computations are kept to a minimum. Major topics of study include atomic structure, periodic table, chemical reactions, kinetic molecular theory, solutions, acid/base chemistry, descriptive chemistry and biochemistry. Applied Chemistry is recommended for students taking academic level science courses.

Chemistry**Grade Levels:** 10 (Honors) and 11 (College Preparatory)**Term:** Year, Daily**Credits:** 1.0**Prerequisite:** Algebra I

Chemistry is an intensive, laboratory-based science that emphasizes the following areas of study: matter and energy, atoms and molecules, periodic table, ionic compounds, covalent compounds, chemical reactions, stoichiometry, gases, solutions, acids and bases, and reaction rates. Students will hone skills in making observations, analyzing data, drawing conclusions, and problem-solving. The course is designed for college prep students. Math skills are used in balancing equations, performing calculations, and graphing. Those planning to pursue collegiate education in the sciences or medicine should consider enrolling in Honors Chemistry. Materials Needed: Calculator.

AP Chemistry**Grade Levels:** 11 and 12**Term:** Year, Daily**Credits:** 1.0**Prerequisite:** Algebra I, Chemistry; See AP Policy, page 13

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. Topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics are presented in considerable depth. This course is one of intense rigor and requires a great deal of time in laboratory as well as additional daily study outside of the classroom. Students interested in a career in the science or medical field, or students who excelled in Honors Chemistry, are encouraged to apply for this course. In order to receive the CCS weighted value for the course, students enrolling in AP course offerings at CCS are expected to take the corresponding College Board AP exam at his/her own expense. Materials Needed: Calculator.

Physics AC

Grade Level: 12 (Academic)

Term: Year, Daily

Credits: 1.0

Physics topics are studied conceptually in this course. Mathematical computations are kept to a minimum. Major areas of study include mechanics, waves, electricity, and magnetism. Applied Physics is recommended for students taking academic-level courses.

Physics

Grade Levels: 11 and 12

Term: Year, Daily

Credits: 1.0

Prerequisite: Algebra II

This course develops an understanding of the basic laws and principles that govern motion, forces, light, and electricity. Topics such as one/two-dimensional motion, vectors, forces, momentum, vibrations, rotational motion. Students will be evaluated on their laboratory performance and use of appropriate laboratory technology in addition to written assessment and class discussion.

AP[®] Physics 1

Grade Levels: 10 and 11

Term: Year, Daily

Credits: 1.0

Prerequisite: Algebra II; See AP Policy, page 13

This course is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion), work, energy, and power, mechanical waves and sound, and introductory, simple circuits. In order to receive the CCS weighted value for the course, students registering in AP course offerings at CCS are expected to take the corresponding College Board AP Exam at their own expense.

AP Physics 2

Grade Levels: 11 and 12

Term: Year, Daily

Credits: 1.0

Prerequisite: AP Physics 1; See AP Policy, page 13

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics, thermodynamics with kinetic theory, PV diagrams and probability, electrostatics, electrical circuits with capacitors, magnetic fields, electromagnetism, physical and geometric optics, and quantum, atomic, and nuclear physics. In order to receive the CCS weighted value for the course, students registering in AP course offerings at CCS are expected to take the corresponding College Board AP Exam at their own expense.

Science Electives

Astronomy

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This course provides a better understanding of our solar system, stars, galaxies, and the universe. Students will increase their understanding of how Earth formed and the place that our solar system occupies within the universe. Students will explore current events occurring within astronomy and what eventually will happen to this planet we call home.

Scientific Issues & Trends

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

The Scientific Issues & Trends elective course provides students with an opportunity to research, investigate, and discuss the most recent issues and trends in the scientific community.

Social Studies Department

Students in the same grade level may be studying the same subject matter; however, the expectations become more rigorous as the course level increases. The following table shows four typical progressions:

Grade Level	Honors Level*	College Prep Level	Academic Level
9 th	Honors World History II	World History II, CP	World History II, AC
10 th	Honors United States History	United States History, CP	United States History, AC
11 th	Honors US Government & Politics	US Government & Politics, CP	US Government & Politics, AC
12 th	Honors Behavioral Studies	Behavioral Studies, CP	Behavioral Studies, AC

*Starting in 9th grade, students who wish to take Advanced Placement[®] Social Studies courses and have met specific prerequisite course requirements may apply for acceptance in the following AP[®] Level Courses:

Grade Level	AP Level
9 th	AP World History
10 th	AP United States History
11 th	AP US Government & Politics
12 th	AP European History

Social Studies Course Descriptions

World History II

Grade Level: 9 (Honors, College Preparatory, & Academic)

Term: Year, Daily

Credits: 1.0

This is the second course in a two-year sequence. This class will begin with a study of the Age of Reason and continue through to the present time. Students will be encouraged to apply lessons to today's multicultural environment.

AP[®] World History

Grade Level: 9

Term: Year, Daily

Credits: 1.0

Prerequisite: See AP Policy, page 13

AP World History students study the history of the world in its entirety through the lenses of five historical themes: society, politics, interaction with environment, culture, and economics. Student study these themes by examining primary and secondary sources, analyzing historical data, and interpreting differing points of view from a variety of historical sources. Due to its broad scope, AP World History focuses on overarching continuities and changes throughout history in order to help students develop a comprehensive understanding of events within their historical context.

United States History

Grade Level: 10 (Honors, College Preparatory, and Academic)

Term: Year, Daily

Credits: 1.0

While the breadth of this class spans the years preceding European colonization of the Americas through the present day, the depth of the curriculum is focused on the post-colonial American experience and concentrates primarily on the 18th, 19th, and 20th centuries. In a chronologic structure, students will engage historical content in a classical sense, but the emphasis is to be placed on understanding the historical process in the context of broader political, economic, religious, social, intellectual, and artistic trends. An ability to actively engage various historical phenomena and theories will be paramount to the success of each student. Through a variety of educative methods, the lessons of our nation's past will reveal to students the impact of their own time and place on the landscape of American history.

AP® United States History**Grade Level:** 10**Term:** Year, Daily**Credits:** 1.0**Prerequisite:** See AP Policy, page 13

AP United States History is designed to provide students with the analytic skills and factual knowledge necessary to critically deal with the challenges in U.S. history. Students will learn to assess historical materials – their relevance to a given interpretive problem, reliability, and importance – and weigh the evidence and interpretations. Students will also develop the skills necessary to arrive at conclusions on the basis of an informed judgment, and to present reasons and evidence clearly and persuasively in essay format. Topics of learning include but are not limited to American identity, demographic changes, economic transformations, globalization, politics and citizenship, and reform. In order to receive the CCS weighted value for the course, students registering in AP course offerings at CCS are expected to take the corresponding College Board AP Exam at their own expense.

U.S. Government & Politics**Grade Levels:** 11 (Honors, College Preparatory, and Academic)**Term:** Year, Daily**Credits:** 1.0

This course will examine the American political system and the structure and operation of our government at the national, state, and local levels. We will examine the U.S. Constitution in depth and will apply knowledge of these topics to current political, social, and economic issues.

AP U.S. Government & Politics**Grade Levels:** 11, 12**Term:** Year, Daily**Credits:** 1.0**Prerequisite:** See AP Policy, page 13

AP U.S. Government & Politics is a college-level course examining the governmental structure and political system of the United States. Students will develop critical thinking skills and an understanding of the major institutions, beliefs, and processes of American government through analysis of statistical data and a variety of primary sources, active participation in class discussions, and frequent writing assignments. The application of knowledge to contemporary events and case studies will be emphasized throughout the course. In order to receive the CCS weighted value for the course, students registering in AP course offerings at CCS are expected to take the corresponding College Board AP Exam at their own expense.

Behavioral Studies (Psychology & Sociology)**Grade Level:** 12 (Honors, College Preparatory, & Academic)**Term:** Year, Daily**Credit:** 1.0

This course is taught in two semesters. One semester will focus on psychology and cover fundamental structures, emotional and cognitive functions, states of consciousness and personality, and psychological conditions and treatments. The second semester will focus on sociology and cover society and culture, individual and society, social inequality, and institutions and social change.

AP® European History

Grade Level: 12

Term: Year, Daily

Credits: 1.0

Prerequisite: See AP Policy, page 13

This is a college-level course examining the social, political, economic and cultural history of Europe from 1450 CE to the present. Students will develop critical thinking skills and an understanding of the major themes of European history through analysis of a variety of primary sources, evaluation of historical interpretations, active participation in class discussions, and frequent writing assignments.

Social Studies Electives

History & Literature of the Holocaust

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Students will investigate history and literature before and after the Holocaust. Using various multimedia and primary and secondary sources, students will take a look into the lives of children, Semitic and anti-Semitic Germans, survivors of the concentration camps, and residents of the ghettos. Students will not only gain insight into a dark chapter of human history, but they will also learn valuable lessons about humanity as a whole.

Myths, Legends, and Mysteries of History

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Students in this course will investigate the myths and legends of a variety of cultures as well as study famous unsolved mysteries. This project-based course will allow students to use a variety of technology and both primary and secondary source materials in class discussion to enhance their critical thinking and presentation skills.

Philosophy and Ideology

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This course focuses on major philosophical concepts throughout history and encourages students to think using analytical and interpretive exercises. Students will also work on applying these concepts to everyday life.

World Language Department Course Descriptions

Students are expected to take Spanish each year. Levels are determined based on achievement, demonstrated ability, and teacher recommendation. AP[®] Spanish Literature and/or AP Spanish Language will be offered for students excelling in these areas and meeting the criteria for AP registration, as determined by CCS. Students who complete four years of high school-level Spanish or its equivalent are permitted to take courses in other foreign languages through programs offered at Delaware County Community College or through Virtual High School.

Spanish I

Term: Year, Daily

Credits: 1.0

This course is designed to continue the introductory and fundamental speaking, listening, reading, and writing skills from CCS elementary-level Spanish classes. Students will participate in activities that foster learning of basic vocabulary, question and answer conversational elements, as well as reading and writing. Additional emphasis is on awareness of Spanish culture and customs.

Extended Spanish I

Term: 2 years, Daily

Credits: 2.0

This two-year, two-credit Spanish I course (Spanish IA and Spanish IB) is recommended for students without previous academic experience with Spanish or who otherwise require a slower pace for better understanding. The curriculum matches that of the one-year Spanish I, but includes additional time for practicing and building comprehension.

Spanish II

Term: Year, Daily

Credits: 1.0

Prerequisite: Spanish I or Extended Spanish I

In this course, students will continue developing speaking, listening, reading, and writing skills. Students will give oral presentations, read short passages, and write brief conversations and narratives in order to increase fluidity of speech. Due to its relative pace and increasing rigor, it is recommended that students registering for this course have previously achieved mastery of Spanish I concepts.

Extended Spanish II

Term: 2 years, Daily

Credits: 2.0

Prerequisite: Spanish I or Extended Spanish IB

This two-year, two-credit Spanish II course (Spanish IIA and Spanish IIB) is recommended for students who require a slower pace for better understanding of the language or who did not achieve mastery of concepts in Spanish I. The curriculum matches that of the one-year Spanish II, but allows additional time for practice and building comprehension.

Spanish II/III

Term: Year, Daily

Credits: 1.0

Prerequisite: Spanish I

In this accelerated course, students will continue to develop speaking, listening, reading, and writing skills. Students will give oral presentations, read short passages, and write brief conversations and narratives in order to increase the fluidity of speech. Grammatical concepts and vocabulary from both Spanish II and III courses will be condensed into one year of study. Due to its relative pace and increasing rigor, it is recommended that students registering in this course have previously achieved mastery of Spanish I concepts.

Spanish III

Term: Year, Daily

Credits: 1.0

Prerequisite: Spanish II or Extended Spanish II

Students in this course continue to focus on elements of language – reading, writing, speaking, and listening. Increased fluidity of conversation is emphasized through practice and discussion. Students will read Spanish cultural selections as well as short stories. Projects are assigned to increase writing and speaking proficiency.

Extended Spanish III

Term: 2 years, Daily

Credits: 2.0

Prerequisite: Spanish II or Extended Spanish II

This two-year, two-credit Spanish III course (Spanish IIIA and Spanish IIIB) is recommended for students either requiring a slower pace for better understanding or still needing to achieve mastery of concepts from Spanish II. The curriculum matches that of the one-year Spanish III, but includes additional time for practicing and building comprehension.

Spanish IV

Term: Year, Daily

Credits: 1.0

Prerequisite: Spanish III

Students continue to develop Spanish proficiency in the areas of reading, writing, listening, and speaking. Emphasis is on initiating and sustaining conversation. Class discussions are entirely in Spanish and incorporate advanced grammatical structures. Mastery of Spanish IV concepts effectively prepares students for AP[®] courses and additional college studies.

Extended Spanish IV

Term: 2 years, Daily

Credits: 2.0

Prerequisite: Spanish III or Extended Spanish III

This two-year, two-credit Spanish IV course (Spanish IVA and Spanish IVB) is recommended for students either requiring a slower pace for better understanding or still needing to achieve mastery of concepts from Spanish III. The curriculum matches that of the one-year Spanish IV, but includes additional time for practicing and building comprehension.

Spanish Conversational Review

Term: Year, Daily

Credits: 1.0

Prerequisite: Spanish III or Extended Spanish III

Spanish Conversational Review is a reinforcement course designed to develop pronunciation and comprehension skills to an intermediate level of proficiency. Students review major grammatical concepts and reinforce previously learned material to achieve a solid foundation of the Spanish language. Readings from the course serve as a basis for classroom discussion, vocabulary acquisition, and grammatical review. Student-centered discussion and activities are complemented with instruction examining grammatical concepts and vocabulary development.

Spanish Conversation Through Film

Term: Year, Daily

Credits: 1.0

Prerequisite: Spanish IV

Spanish Conversation Through Film is a reinforcement course designed to provide students with authentic and natural language in context through film. Films provide a context in history, culture, and language elements, on which this course is built. Students not only learn about fine arts and literature, but they also examine daily life in a wide variety of settings throughout the Hispanic world. Films from the course serve as a basis for classroom discussion, vocabulary acquisition, and grammatical review.

Spanish V

Term: Year, Daily

Credits: 1.0

Prerequisite: Spanish IV

In this course, students continue to develop Spanish proficiency in the areas of reading, writing, listening, and speaking. Emphasis is on initiating and sustaining conversation. Class discussions are entirely in Spanish and incorporate advanced grammatical structures. Mastery of Spanish V concepts effectively prepares students for AP[®] courses and additional college studies.

AP Spanish Language & Culture

Grade Levels: 10-12

Term: Year, Daily

Credits: 1.0

Prerequisite: See AP Policy, page 13

AP Spanish Language & Culture is intended for students who wish to develop proficiency and integrate their language skills using authentic materials and sources. The course helps prepare students to demonstrate their levels of Spanish proficiency across three communicative modes: interpersonal, interpretive, and presentational. This course is comparable to fifth- and sixth-semester college or university courses focusing on speaking and writing in the target language at the advanced level. In order to receive the CCS weighted value for the course, students registering in AP course offerings at CCS are expected to take the corresponding College Board AP Exam at their own expense.

AP® Spanish Literature & Culture

Term: Year, Daily

Credits: 1.0

Prerequisite: See AP Policy, page 13

The AP Spanish Literature & Culture course provides students with a learning experience equivalent to that of a third-year college course in Peninsular and Latin American literature. The course introduces students to the formal study of a representative body of Peninsular and Latin American literary texts. In order to receive the CCS weighted value for the course, students registering in AP course offerings at CCS are expected to take the corresponding College Board AP Exam at their own expense.

World Language Electives

Latin American Culture

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This elective course focuses on various elements of Latin American culture. Students study traditions, family structure, customs, food, clothing, and other cultural identities of Hispanic populations throughout Latin America.

Hispanic Art and Architecture

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This elective course focuses on various Hispanic artists and architecture. Students study individual artists throughout history and their corresponding artistic movements.

Engineering and Technology Department Course Descriptions

(All courses count as elective credit.)

AP[®] Computer Science Principles

Grade Levels: 10-12

Term: Year, Daily

Credits: 1

Prerequisite: Computer Science Essentials; See AP Policy, page 13

This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. Using *Python*[®],⁴ as a primary tool, and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking. With a unique focus on creative problem-solving and real-world applications, AP Computer Science Principles prepares students for college and career.

Broadcasting

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Students will learn how to reliably research news topics, find and use royalty-free resources, develop broadcast copy, film, edit, create, star in, and publish their own broadcast programs using Apple[®],⁵ software. Students creating broadcasts have the potential to share their work with a worldwide audience. Broadcasting students will also produce media to support the daily Collegium student news production.

Computer Assisted Design (CAD)

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Autodesk[®],⁶ Inventor[®] is parametric Computer Aided Design and Drafting (CAD) software offering an easy-to-use set of tools for 3D mechanical design, documentation, and product simulation. This course is designed to give students a solid understanding of Inventor's features and capabilities from the basics through advanced components. This course focuses on all learning styles through the use of texts, audio/video examples, interactivity, and quizzes. Students will be able to unleash their creativity by designing a Formula 1 race car, 3D printed signs, and various other projects.

Computer Science Essentials

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Prerequisite: Algebra I

This course exposes students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. Students use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and to learn how to make computers work together to put their designs into practice. This

⁴ *Python* is a registered trademark of the Python Software Foundation, used by Collegium Charter School with permission from the Foundation.

⁵ Apple is a registered trademark of Apple Inc.

⁶ Autodesk and Inventor are registered trademarks or trademarks of Autodesk, Inc., and/or its subsidiaries and/or affiliates in the USA and/or other countries.

course helps students create a strong foundation to advance to AP® Computer Science Principles and/or AP Computer Science A.

Computer Integrated Manufacturing

Grade Levels: 9-12

Term: Year, Daily

Credits: 1

Prerequisite: Introduction to Engineering Design or Principles of Engineering

This Project Lead the Way (PLTW) course is appropriate for students interested in manufacturing and automation. It is recommended that students are concurrently registered in college preparatory mathematics and science courses.

Google Applications

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Prerequisite: Microsoft Office (previously Microsoft Computer Applications)

This course will build upon computing skills developed in the Microsoft Office course and how they translate within Google Documents, Google Slides, Google Drawings and Google Sheets. Additionally, students will explore the various uses of Google Advanced Search for academic research, as well as Gmail and Google Classroom for academic use and correspondence.

Introduction to Engineering Design

Grade Levels: 9-12

Term: Year, Daily

Credits: 1

Prerequisite: Algebra I and 8th Grade Science

In this PLTW course, students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software and an engineering notebook to document their work. This course is recommended to Honors and high-level CP students who have taken Algebra 1.

Introduction to Robotic Engineering

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Introduction to Robotic Engineering is designed to help students master the fundamentals of robotics and the engineering design process while learning to use industry-leading CAD software and the leading classroom robotics solution. Students will evaluate the design and build a mobile robot to play a sport-like game. During this process, they will learn key STEAM principles and robotics concepts. At the culmination of this class, they will compete head-to-head against their peers in the classroom.

Media Technology Studies

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This course is a survey of the various uses and benefits of media technology. Technology and associated programs are essential tools students use to interact with the world around them. Students will learn the various uses of existing media technology for both in-school projects and creative endeavors. The goal of

this course is to use media technology for both educational learning and lifelong development of technology skills through various modules, including basic modules on broadcasting and video production. Subjects touched upon in this course range from online research for educational use to soundtrack development on macOS[®].⁷

Microsoft Office

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This Microsoft Office course reinforces computer basics and utilizes Microsoft applications. Students utilize Microsoft Word, Excel, and PowerPoint and continue learning computer skills necessary for a high school student, college student, and career adult. Emphasis is on creating, formatting, and finalizing documents for presentation, and using Microsoft Office programs for real-life situations.

Principles of Engineering (POE)

Grade Levels: 9-12

Term: Year, Daily

Credits: 1

Prerequisite: Successful completion of Algebra I & 8th grade Science

Principles Of Engineering (POE) is a high school-level survey course of engineering. The course exposes students to some of the major concepts that they will encounter in a post-secondary engineering course of study. Students have an opportunity to investigate engineering and high-tech career opportunities. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem-solving skills based upon engineering concepts. Students also develop strategies to enable and direct their own learning, which is the ultimate goal of education.

Video Production I

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Prerequisite: Media Technology Studies (previously Toys as Tools).

Building upon knowledge from video production modules in Media Technology Studies, our sole focus will now be dedicated to creating videos. The overall purpose of this course is for students to become acquainted with a professional understanding of the process of video planning, editing, and production with application of this understanding in the form of independent, paired, and group film projects. Students will gain experience with audio and video recording, as well as editing. Additional focus will be given to readings, assignments, and critiques that will help students understand the filming purpose, process, and product. This course will give students a basic understanding of video production from concept through publication using video cameras and Apple[®] software such as iMovie[®] and GarageBand[®].

⁷ macOS, Apple, iMovie, and GarageBand are registered trademarks of Apple, Inc.

Video Production II

Grade Levels: 10-12

Term: Semester, Daily

Credits: .5

Prerequisite: Video Production I (previously Digital Production and Video Production)

The overall purpose of this course is to provide students with a challenging environment to explore the planning, editing, and publication of film. This class will build on the technical knowledge developed in Video Production I, requiring further detailed planning, storyboarding, approval, filming, editing, sound-tracking, and production of original work through various assigned independent, paired, and group projects. Students' understanding of film will be enhanced with given readings, assignments, and critiques going one step farther than Video Production I. This course will give students the ability to use, analyze, and create video media to express themselves utilizing their now-advanced skills in filmmaking.

Special Areas Department

Art Electives

Foundations of Art

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This is an introductory course in which students begin to explore the different art mediums: drawing, painting, photography, ceramics, printmaking and sculpture. Students study the elements of art and how they are used in the creation of the principles of design. This course provides art history investigations while also providing students with the basic skills associated with discussing and critiquing artwork with their classmates.

Drawing I

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Prerequisite: Foundations of Art

This course will further explore the elements of art and principles of design and how they are used to create drawings. Students will expand their drawing techniques, including but not limited to hatching, cross hatching, scumbling, stippling, and blending, with a focus on how they are used to create value, form, and texture in a drawing. Relevant artists/movements will be investigated as students enhance their abilities to discuss and critique artwork. **Materials Needed:** Sketchbook and supplies from Foundations of Art.

Drawing II

Grade Levels: 10-12

Term: Semester, Daily

Credits: .5

Prerequisites: Drawing I

Students will dive further into the elements of art including but not limited to shape, form, value, texture, line, and space. An emphasis is placed on drawing from observation using still lifes, landscapes, and figure studies to gain a better understanding of the principles of design. **Materials Needed:** Sketchbook and supplies from Foundations of Art.

Painting I

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Prerequisite: Foundations of Art

This course will explore multiple painting techniques using a variety of water-based mediums. Color theory and design concepts will be incorporated through different styles and techniques, including but not limited to still life, landscape, and collage. Relevant artists/movements will be investigated as students enhance their abilities to discuss and critique works of art. **Materials Needed:** Sketchbook and supplies from Foundations of Art.

Painting II

Grade Levels: 10-12

Term: Semester, Daily

Credits: .5

Prerequisites: Painting 1

Students will dive deeper into color theory while developing a personal painting style. Students will further their understanding of the elements of art while developing a firm comprehension of how the principles of art are used within paintings. Students will create paintings from observation including but not limited to still lifes, landscapes, and figure studies. To truly develop an appreciation of paintings, students will study relative artists/movements and enhance their abilities to discuss various works of art. Materials Needed: Sketchbook and supplies from Foundations of Art.

Printmaking

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Prerequisite: Foundations of Art

This course will explore a variety of printmaking methods, including but not limited to linoleum carving, monoprinting, engraving, and screen printing. Students will learn about the basic elements of art with an emphasis on the principles of design. Relevant artists/movements will be investigated as students enhance their abilities to discuss artwork. Materials Needed: Sketchbook and supplies from Foundations of Art.

Survey of Ceramics

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Prerequisite: Foundations of Art

The course begins with an exploration of handbuilding techniques and finishes up with students throwing on the wheel. Students will use a variety of techniques in the creation of slab structures, advanced coil pots, and ceramic relief sculptures. Students will also learn glazing and firing procedures. Relevant artists/movements will be investigated as students enhance their abilities to discuss and critique their sculptures and pottery. Materials Needed: Sketchbook and supplies from Foundations of Art.

Ceramics Handbuilding I

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Prerequisite: Survey of Ceramics

The course emphasizes handbuilding techniques in ceramics. Students will strengthen their prior knowledge of construction techniques for slab structures, coil/pinch pots, ceramic relief sculptures, and figurative sculptures. Students will increase their glazing and firing knowledge and learn to load a kiln. Relevant artists/movements will be investigated as students enhance their abilities to discuss and critique their sculptures and pottery. Materials Needed: Sketchbook and supplies from Foundations of Art.

Ceramics Handbuilding II

Grade Levels: 10-12

Term: Semester, Daily

Credits: .5

Prerequisite: Ceramics Handbuilding I

The course is for experienced handbuilders looking to enhance their techniques in ceramics. Students will continue to use a variety of techniques (slab, pinch, coil, relief, and figurative sculpture) to create advanced works of art. Before starting a new project, students are required to research and sketch elements of their piece. Students also learn to load and unload the kiln under the direction of the teacher. Relevant artists/movements will be investigated as students enhance their abilities to discuss and critique their sculptures and pottery. Materials Needed: Sketchbook and supplies from Foundations of Art.

Ceramics Wheel Throwing I

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Prerequisite: Survey of Ceramics

This course further explores ceramics and wheel throwing. Emphasis is placed on wheel throwing as students explore techniques used to create cylinders, vases, bowls, mugs, plates, and more. Students will also learn glazing and firing procedures. Relevant artists/movements will be investigated as students enhance their abilities to discuss and critique their sculptures and pottery. Materials Needed: \$20.00 materials fee due at start of course.

Ceramics Wheel Throwing II

Grade Levels: 10-12

Term: Semester, Daily

Credits: .5

Prerequisite: Ceramics Wheel Throwing I

This advanced ceramics course will allow students to further their mastery of the wheel. Students will learn how to create a variety of different shapes and forms including plates, two-part vases, a cylinder with a lid, and a two-part piece thrown from a single lump of clay, such as a chip and dip bowl. Materials Needed: \$20.00 materials fee due at start of course.

Ceramics Wheel Throwing III

Grade Levels: 10-12

Term: Semester, Daily

Credits: .5

Prerequisite: Ceramics Wheel Throwing II

This course is designed for the most advanced ceramics students interested in the practical experience of 3D-art. Students will develop a personal style in ceramics as they master the techniques needed to create advanced vases, tea pots, and larger wheel-thrown pieces. Students will also work on building a portfolio, developed over their art career, which will show their unique range of concepts, techniques, subjects and approaches to design. Materials Needed: \$20.00 materials fee due at start of course.

Jewelry Cold Connections

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Prerequisite: Foundations of Art

This is an introductory course in which students begin to explore the different tools and techniques of jewelry making such as beading, hammered metal, wire wrapping, needle felting, and chains. Materials needed: \$20.00 materials fee due at start of course.

Sculpture I

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Prerequisite: Foundations of Art

This is an introductory 3D art course. Students will explore the elements of art and how they are used in the creation of 3D pieces while beginning to implement the principles of design. Students will work with materials including wire, paper, and plaster. There will be an investigation of relevant artists/movements, allowing students to enhance abilities to discuss and critique their sculptures. Materials Needed: Sketchbook and supplies from Foundations of Art.

Sculpture II

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Prerequisite: Sculpture 1

This course is designed for students who are interested in the practical experience of 3D art. Students will expand upon their knowledge of the elements of art while gaining a true understanding of how the principles of design are used within sculpture. While students investigate relevant artists/movements, they will enhance their abilities to discuss and critique artwork. Materials Needed: Sketchbook and supplies from Foundations of Art.

Studio Art I

Term: Full Year

Grade Levels: 9-10

Credits: 1

Semester 1: Foundations of Art

This is an introductory studio arts course. Students will learn the elements of art and principles of design through a breadth of mediums including drawing, photography, printmaking, painting, ceramics, and sculpture. Relevant artists/movements will be investigated as students begin to work on their ability to discuss and critique works of art.

Semester 2: Drawing/Painting

This course is designed to develop a student's techniques in drawing and painting through observational works. An emphasis is placed on the elements of art with a limited focus on the principles of design. Relevant artists/movements will be studied as students continue to work on their ability to discuss and critique artwork.

Studio Art II

Term: Full Year

Grade Levels: 10-12

Credits: 1

Semester 1: Ceramics

The course begins with an exploration of handbuilding techniques and finishes up with the students using the wheel. Students will use a variety of techniques in the creation of slab structures, advanced coil pots, ceramic relief sculptures, and figurative sculptures. Students will also learn glazing and firing procedures. Relevant artists/movements are investigated as students enhance their ability to discuss and critique artwork. At the successful completion of this course, students have the option to take more courses in either handbuilding or wheel throwing.

Semester 2: 3D Sculpture

This is an introductory 3D sculpture course. Elements of art are explored and used in the creation of 3D-pieces. Principles of design are also incorporated into student artwork. Students will work with materials such as cardboard, wire, paper, and plaster. There will be an investigation of relevant artists/movements as students enhance their abilities to discuss and critique works of art.

Studio Art III

Term: Full Year

Grade Levels: 11-12

Credits: 1

Semester 1: Advanced Drawing/Painting and Portfolio Preparation

This class is intended for the student who is interested in the practical experience of 2D-art. Students will begin to develop a portfolio that expresses their own unique voice through observational drawings/paintings, including advanced still lifes, landscapes, and figures. A strong emphasis is placed on the principles of design and their uses within student artwork.

Semester 2: Printmaking and Portfolio Preparation

This course will explore a variety of printmaking methods, including linoleum carving, monoprinting, engraving, and screen printing. Students will expand their knowledge of the elements of art with an emphasis on the principles of design. This course is intended to give students breadth within their 2D-portfolio. Relevant artists/movements will be investigated as students enhance their abilities to discuss and critique their prints, as well as their classmates' work.

Studio Art IV /AP[®] Studio Art

Grade Levels: 9-12

Term: Full Year

Credits: 1

Prerequisite: See AP Policy, page 13

This year-long course is designed to prepare students for the AP Art Exam. Students choose an area of concentration - 3D, drawing, or 2D design – and develop a portfolio demonstrating their range of concepts, techniques, subjects, and approaches to design through their own voice developed over their art careers.

Yearbook

Grade Levels: 9-12

Term: Full Year (3x a cycle)

Credits: .5

This course allows students to take part in the creation of CCS's *Anamnesis* yearbook. Students will learn how to take crisp pictures that have good composition, and to incorporate them into a page layout program used to make the yearbook. Students will be paired with an experienced student to aid and guide them through their first few pages. Students are required to be able to take pictures for clubs, events, and sports teams throughout the year. Many of these events need to be photographed after school or on the weekends. This course requires a strong time commitment, but will help students build design and project management skills through creative expression.

Music Electives

Guitar I

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This is an introductory course to familiarize students with the basic elements of guitar playing. It is designed for individuals with little or no experience playing the guitar. Students will learn how to recognize the parts of a guitar, tune the instrument, read music, play melodies, study basic chords, and identify proper hand positions. This course is largely performance-based. Students will be assessed on participation, practice, and performance.

Guitar II

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Prerequisite: Guitar I

This course is a continuation of Guitar I. Topics include learning to read Tab Notation, complex chords, and continued melodic technique. Students will be assessed on participation, practice, and performance.

String Orchestra

Grade Levels: 9-12

Term: Year

Credits: .5

String Orchestra is open to students with experience playing the violin, viola, cello, and/or bass, and who are interested in developing their individual and ensemble skills. Emphasis includes listening and playing as an ensemble, and developing more specific technical skills such as intonation, phrasing, rhythm, bow techniques, vibrato, shifting, higher positions, and tone production. Rehearsals and lessons are mandatory. Participation in all public performances is required.

Concert Choir

Grade Levels: 9-12

Term: Year

Credits: .5

Students will perform various classic and modern choral literature throughout the year. They will learn proper vocal technique and skills in maintaining vocal health. There is also an emphasis on sight-reading and the development of aural skills. Members of the Concert Choir are required to attend rehearsals and performances afterschool. Small group or individual rehearsals are also mandatory. Participation in all public performances is required. Students enrolled in this course will also be eligible to audition for our select Chamber Choir ensemble.

Concert Band

Grade Levels: 9-12

Term: Year

Credits: .5

Students will perform various works of music throughout the year. Emphasis is on technique, skill development, and practice. Members of the concert band are required to attend all rehearsals and participate in all public performances. Small group or individual lessons are also mandatory.

Jazz Band

Grade Levels: 9-12

Term: Year

Credits: .5

Students will perform various works from different jazz genres throughout the year. All students playing a Big Band-era jazz instrument are welcome to join Jazz Band. Unless the Director grants approval otherwise, students must also participate in Concert Band. Emphasis is on technique, skill development, and practice. Members of the Jazz Band are required to attend all rehearsals. Small group or individual lessons are also mandatory. Participation in all public performances is required.

Keyboarding I

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

This introductory course familiarizes students with the basic elements of piano playing. It is designed for individuals with little or no experience playing the piano. Students will learn to read music, identify proper finger techniques, study chords, and play melodies. This course is largely performance-based. Students will be assessed on participation, practice, and performance.

Keyboarding II

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Prerequisite: Keyboarding I

This course builds upon the knowledge and skills acquired in Keyboarding I. Students will continue to learn to read music, refine proper finger techniques, study chords, and play melodies. This course is largely performance-based. Students will be assessed on participation, practice, and performance.

Keyboarding III

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Prerequisite: Keyboarding II

This course builds upon the knowledge and skills acquired in Keyboarding II. Students will continue to learn to read music, refine proper finger techniques, study chords, and play melodies. This course is largely performance-based. Students will be assessed on participation, practice, and performance.

Literature of the Musical Theatre

Grade Levels: 9-12

Term: Semester, Daily

Credits: .5

Students will gain an understanding of the literature of musical theater and the needs/demands of a professional performer. Due to the nature of musical theatre throughout history, this course will frequently include complex subject matter such as premarital sex, strong language and racial slurs, gender and sexual identity, and gang violence. Previous experience in theatrical performance and/or vocal performance is required.

Music Theory and Composition I

Grade Levels: 10-12

Term: Semester, Daily

Credits: .5

This course is recommended for students with basic or intermediate music skills, and will provide a general understanding of music fundamentals including reading, clefs, scales, intervals, triads, chords, and elements of notation. Students will participate in a variety of activities to enhance learning, including writing short pieces of music, sight-reading, and analysis of melodies, intervals, and chords.

Music Theory and Composition II

Grade Levels: 10-12

Term: Semester, Daily

Prerequisite: Music Theory and Composition I

This course is recommended for students with intermediate or advanced music skills who plan on taking AP[®] Music Theory. Students will examine music fundamentals including note reading/clef reading, scales, intervals, triads, chords modes, and elements of notation. Students will participate in a variety of activities to enhance learning including writing short pieces of music, sight-reading, and analysis of melodies, intervals, and chords.

AP Music Theory

Grade Levels: 10-12

Term: Year, Daily

Credits: 1.0

Prerequisite: Music Theory I and preferably II, or Instructor approval; See AP Policy, page 13

This course is recommended for students with intermediate or advanced music skills, and will provide an understanding of the fundamentals of music, including reading, clefs, scales, modes, intervals, triads, chords, and elements of notation. Students will participate in a variety of activities to enhance learning in this course: writing short pieces of music, sight-reading/singing, and analysis of melodies, intervals, and chords.

Health & Physical Education Course Descriptions

9th Grade Health

Term: Year, 3x/cycle

Credits: 0.5

The 9th Grade Health curriculum emphasizes healthy lifestyle choices that promote lifetime wellness. In the first unit, students will explore the six components of health and develop strategies to avoid the six greatest health risk behaviors. Continuing the promotion of their healthy lifestyles, unit two focuses on the dangerous effects that alcohol and illicit drugs have on teens' bodies and future wellness – both physical and mental. In the third unit, students learn about infectious diseases, from the common cold to sexually transmitted infections. Finally, students will relate their knowledge of their habits and heredity to the lifestyle diseases of cardiovascular disease, cancer, and diabetes.

11th Grade Health

Term: Year, 3x/cycle

Credits: 0.5

The 11th Grade Health curriculum focuses on the need to develop life skills to prepare students for their futures as young adults. In the first unit, students will apply ten life skills to their current condition and plan changes for a healthy future. Within this unit, students will also learn to manage their future finances through a mock budget based on a career of their choice. The second unit will allow students to reflect on their current mental health and learn to recognize and avoid mental illness. The third unit will develop knowledge of the milestones of each stage of life, focusing on young adulthood. Within this unit, students will discuss relationships, family planning, and utilize the *Ready-or-Not-Tot*[®],⁸ simulation. The final unit will allow students to experiment and create their own personal fitness programs using their understanding of the components of a functional program and the need for habitual exercise.

10th & 12th Grade Physical Education

Term: Year, 3x/cycle

Credits: 0.5

The focus of 10th & 12th Grade Physical Education is to introduce students to activities that will keep them active and healthy. With this focus in mind, students will participate in daily exercise coupled with team sports such as flag football, volleyball, floor hockey, tchoukball, basketball, pickle ball, whiffle ball, and more. Students also participate in cooperative games and problem-solving tasks to encourage quick thinking and teamwork. Daily grades, known as “S.U.P.E.R. points”, earn students 15 points for sportsmanship, uniform, participation, effort, and respect. Materials needed: CCS PE uniform shirt/sweatshirt, CCS uniform shorts/sweatpants, and tied sneakers.

⁸ *Ready-or-Not-Tot* is a registered trademark of Nasco Education LLC.

Health & Physical Education Electives

Anatomy & Physiology

Term: Semester

Credits: 0.5

The goals of this elective course are to familiarize students with the structure and function of the major systems in the human body, and to create an appreciation for the complexities and interrelationships among the systems. Course content will appeal to students who are interested in pursuing careers and college majors in the medical field. Upon successful completion of the course, students will be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

CPR/First Aid

Term: Semester

Credits: 0.5

High school students will develop skills in CPR, AED, and first aid, becoming a confident group of first responders. Through the American Red Cross, students can become certified responders. The course content is delivered through a mixture of DVDs, direct instruction, and hands-on practical skills. The DVDs emphasize key points and also illustrate practical scenarios. Each student will receive a workbook and first aid supplies for practice. At the conclusion of our course, students will take a multiple-choice test in each area of certification, and, upon successful completion of the written and practical skills tests, will receive an individual certification card. Students will retain their student workbooks for future reference.

Personal Fitness I, II, and III

Term: Semester

Credits: 0.5

Strength training allows students to develop and apply learned knowledge of personal fitness components to individual fitness programs. Each of these three consecutive Personal Fitness electives will focus on continuously improving muscular strength, muscular endurance, cardiorespiratory endurance, flexibility, and body composition. Students will be graded on daily effort, assignments, and projects.

Competitive Sports I, II, and III

Term: Semester

Credits: 0.5

The purpose of these three consecutive Competitive Sports Electives is to provide learning experiences that will lead to a continuing development of basic skills in team sports. An emphasis will be placed on several different types of sports including basketball, flag football, ultimate Frisbee, soccer, team handball, speed ball, and volleyball. Students will be taught the rules and regulations of each sport and will practice the necessary skills to be successful in each sport. As students advance, they will have the opportunity to take leadership roles as team captains and sport instructors. Additionally, students will gain experience working as a team towards achieving a common goal.

Lifetime Fitness I, II, and III

Term: Semester

Credits: 0.5

Each of these three consecutive Lifetime Fitness Electives is designed to provide students with the skills and knowledge to be continually active for the rest of their lives. Activities will be lower-impact than those in Competitive Sports I, II, and III. They will include volleyball, Frisbee, disc golf, badminton, and other, similar sports.