Curriculum Guide-Course Catalogue

February 2016

Pre-Kindergarten through Grade 12

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* Revised February 2016
MISSION

Detroit Country Day School provides a superior college preparatory education for the scholar, athlete and artist.

GUIDING PRINCIPLES

• Detroit Country Day’s high standards are the foundation for educational excellence.

• We promote the appreciation of lifelong learning within an environment of excellence.

• We recognize and value the uniqueness of every student, challenging each to fulfill his or her potential.

• We stimulate creativity and develop the problem-solving capabilities of each student.

• We educate the whole child, helping him/her to develop practices oriented toward lifelong physical, mental and emotional health.

• As a family-oriented school, we believe the partnership between family and school is the foundation for student fulfillment and success.

• We appreciate and learn from our cultural diversity and gender differences.

• We seek and support outstanding faculty who love young people, life and teaching.

• Our curriculum and instructional methods keep pace with the changing demands of our society.

• Every member of the administration, faculty and staff accepts personal responsibility for the school’s financial health so that we can continue to provide a superior educational experience.

• We are role models for our students.
The Portrait of a Detroit Country Day School Student represents the core of a student’s experiences, pursuits, and commitments, integrating essential skills within academics, athletics, arts and activities.

**Collaborative & Creative**
- Demonstrates ability to work effectively and respectfully with diverse teams
- Exercises a willingness to explore creative solutions for a common goal
- Assumes responsibility for collaborative work, and values the individual contributions made by each team member

**Communicator**
- Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills
- Listens effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Reads with understanding of meaning, both stated and implied
- Uses communication for a range of purposes: to inform, instruct, motivate and persuade
- Utilizes multiple media and technologies appropriately; judges effectiveness and assesses impact

**Community-Centered & Globally Aware**
- Demonstrates flexibility to adjust to a changing world
- Respects others and the environment
- Contributes to the welfare of the community
- Understands and models good citizenship

**Conscientious Leader**
- Demonstrates integrity in decision making
- Acts responsibly with the interests of the larger community in mind
- Inspires others to reach their very best via example and selflessness

**Critical Thinker & Creative Problem Solver**
- Evaluates evidence, arguments, claims and beliefs to create solutions
- Develops analytical skills through inquiry-based learning
- Synthesizes and makes connections between information and arguments
- Reflects critically on learning experiences and processes
- Solves different kinds of non-familiar problems in both conventional and innovative ways

**Health & Wellness-Oriented**
- Pursues physical and mental health measures, including proper diet and nutrition, exercise, stress reduction and risk avoidance
- Uses available information to make appropriate health-related decisions
- Upholds the ideals of a sound mind in a sound body
- Learns to create a healthy balance between work and play

**Independent Learner**
- Monitors, defines, prioritizes and completes tasks without direct oversight
- Sets and works to achieve short and long-term goals
- Pursues learning for learning’s sake
- Honors intrinsic motivation to channel personal passion for life-long learning

**Information Literate**
- Selects and evaluates information for accuracy, validity and point of view
- Draws conclusions and applies knowledge to make informed decisions
- Uses technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess
- Uses information ethically and responsibly with an understanding of legal and moral issues

**Socially & Personally Responsible**
- Demonstrates organizational skills
- Applies ethical considerations in decision-making
- Respects adults, peers, self and environment
- Prioritizes time to manage tasks
- Exhibits self-discipline
- Exercises sound fiscal judgment

**Technologically Adept**
- Demonstrates ability to use a variety of software and hardware to communicate and create
- Troubleshoots basic problems
- Practices digital citizenship
The Curriculum Leadership Council is a cross section of teachers representing all four campuses comprised of 16 faculty members who are facilitating our PK3 through grade 12 subject area groups. This group leads horizontal and vertical subject group conversations to review the scope and sequence of academic content areas and teaching methodologies. They serve as a resource to both school directors for hiring new faculty and to faculty for aligning curriculum to the Portrait of the Detroit Country Day School Student.

EXPLANATION OF COURSE NUMBERS

MIDDLE SCHOOL

All Middle School (M/S) course numbers begin with M (representing Middle School). The next two letters in a course number are abbreviations of the general area of instruction (EN=English, DR=Drama, HI=History, etc.). The first digit (6, 7 or 8) indicates the grade level. A zero (0) indicates a multi-grade level course.

For academic classes, band and orchestra, the first letter following the grade number indicates the level of instruction (B=beginning, I=intermediate, R=regular, A=advanced). For example: MBD0BT=BD: band, 0: multi-grade levels, B: beginning, T: meets all year. For elective courses, the letter D indicates a double-component class and the letter Z indicates a triple-component class. A double-component class meets all year, rotating every half goal. A triple-component class is made up of three different classes that each meet for one goal. At the end of each goal, the student moves on to the next class in the rotation.

The letter T means that the class meets all three goals of the school year. A number indicates that the class only meets during one goal and which goal that it will meet.

| A | = Advanced level course |
| B | = Beginning level course |
| I | = Intermediate level course |
| R | = Regular level course |
| D | = Double component course (changes back and forth for extended periods through each goal) |
| Z | = Triple component course (three different classes that change with the goal) |
| T | = Meets all year |

AT = Advanced level class that meets all year, grade is full weight
RT = Regular level class that meets all year, grade is full weight
DT = Two classes that meet all year, for ½ of each goal. Courses are graded but not averaged into GPA.
Z = One class that meets for one goal. Course is graded but not averaged into GPA.

Z1, Z2, Z3 = Three courses, same block; students take a different class each goal. Course is graded but not averaged into GPA.

EXAMPLES:

MEN7AT = ENGLISH / GRADE 7 / ADVANCED LEVEL / MEETS ALL YEAR
MEN7RT = ENGLISH / GRADE 7 / REGULAR LEVEL / MEETS ALL YEAR

MMU6DT = MUSIC CLASS / GRADE 6 / ½ OF DOUBLE COMPONENT CLASS / MEETS ALL YEAR / GRADE IS NOT AVERAGED INTO GPA.
MARG6DT = ART CLASS / GRADE 6 / ½ OF DOUBLE COMPONENT CLASS / MEETS ALL YEAR / GRADE IS NOT AVERAGED INTO GPA.

MDR8Z = DRAMA / GRADE 8 / TRIPLE COMPONENT CLASS / MEETS FOR 1 GOAL / GRADE IS NOT AVERAGED INTO GPA.
MAR8Z = ART / GRADE 8 / TRIPLE COMPONENT CLASS / MEETS FOR 1 GOAL / GRADE IS NOT AVERAGED INTO GPA.
MMU8Z = MUSIC / GRADE 8 / TRIPLE COMPONENT CLASS / MEETS FOR 1 GOAL / GRADE IS NOT AVERAGED INTO GPA.

*Grades from classes beyond the core academic subjects while not averaged into the GPA may still affect honor roll status.

N.B. Texts listed in the course descriptions in this catalogue are subject to change.

UPPER SCHOOL

All Upper School (U/S) course numbers begin with U (representing Upper School). The next two letters in a course number are abbreviations of the general area of instruction (EN=English, DR=Theatre, HI=History, etc.). The first digit generally indicates the grade level (1=Grade 9, 2=Grade 10, 3=Grade 11, 4=Grade 12) at which the course is usually offered. A middle digit other than 0 usually indicates a course level (1=Level I, 2=Level II, etc.); middle digits 7, 8, and 9 have no significance except to differentiate courses. The last digit indicates whether the course is offered first semester (1), second semester (2) or all year along (3). The H following certain courses indicates an honors-level course.

Thus, UFR233H is an U/S French course (FR), usually taken by sophomores (2); it is a third year (3) class that meets all year long (3) at the honors level (H).

NOTE: Related Clubs, Activities, Events and Competitions for various disciplines may vary, please see a faculty member for current offerings.
LOWER SCHOOL

INTRODUCTION
In the Lower School of Detroit Country Day, academics and enrichment activities are closely intertwined. Academic learning is enhanced by assemblies, community visitors, field trips, project work, guided play and hands-on learning experiences. Because the Lower School works with a wide span of ages, from three to eight, during a major growth and development period, coordination of curriculum and program is challenging and critical.

The curriculum has a broad-based liberal arts emphasis. Classroom teachers are responsible for instruction in language arts, mathematics, social studies and character development. Specialist teachers present science, French, art, library, physical education, health education, computer integration, vocal music, Orff instrumental, piano keyboarding (beginning in PK3) and strings (as an elective at Kindergarten through Grade 2).

Knowledgeable, nurturing teachers are at the heart of the Lower School life. Members of the faculty have earned bachelor’s, master’s or doctorate degrees in addition to other educational certification. The Lower School administration team monitors and evaluates classroom performance. By encouraging sound educational practices and a variety of instructional methods, teachers are encouraged to use their expertise to the fullest. For example, our teachers in grades K-2 have received professional development in the Fountas and Pinnell Benchmark Assessment System (2010), which is administered every fall and spring to determine each child’s Instructional and Independent reading levels. In the fall, the children are divided into Focus Groups according to their demonstrated reading skills, and instruction is provided using Instructional level text. Teachers continue to monitor progress throughout the school year with running records. This allows them to slowly increase the level of text that is used for instruction in response to the children’s growing skills. Our K-2 teachers have received professional development in the Daily Five literacy framework (Boushey & Moser, 2014), and use this to organize literacy instruction within each Focus Group. All of our teachers use a balanced approach for literacy instruction, in which authentic text is the springboard for instruction in phonemic awareness, phonics, spelling, writing, vocabulary, fluency, and comprehension. They have also received professional development in the F.A.S.T. systemic phonics program (Tattum, 1998), which is used for supplementary phonics and spelling instruction.

We administer a variety of diagnostic tests throughout the Lower School, beginning with our entrance testing that evaluates a child’s current ability to ensure proper placement. Teacher observations and curricular evaluations are used to monitor student achievement in all grades.

Communication is on-going at the Lower School. Weekly newsletters, electronic informational portals, informal conferences, and occasional phone calls or e-mail, along with three scheduled parent-teachers conferences keep the family well informed about the child and the classroom. Report cards are provided four times a year.

A core value of the Lower School is our commitment to interdisciplinary studies. We believe that children of this age can best be served by relating one academic discipline to another. Such programs as the PK4 spring project that focuses on spring in Michigan, the JK patriotic production, the study of farm life in Kindergarten, the Grade One study of the continents blend art, music, movement education, language arts and social studies.

Each grade-level participates in several field trips annually to enrich classroom experiences. Liberal use is made of our community resources such as the Detroit Institute of Arts, the Marquis Theatre, and Kensington Metro Park.

Special emphasis is put on the development of a healthy value system within our Lower School students. Our elementary children are encouraged to develop strong values such as honesty, integrity, pride in appearance, self-esteem and respect for others. Character Development is an integral part of the daily school experience. As part of the Responsive Classroom social curriculum, every homeroom classroom holds a Morning Meeting each day to set the tone for the day, set classroom expectations and build classroom community.

Before and after school programs include:
Early Risers – an early arrival care program for any student from 7:00-7:45 a.m. (no fee)
P.M. – a group of high interest classes for Grades 1 and 2 students from 3:00-4:00 p.m. [i.e., sports, chess, creative activities (no fee)]
Ballet/Jazz – offered to students in PK3 through Grade 2 (fee event)
Sundowners – an after-school child care program for all Lower School children from 3:00-6:00 p.m. (an hourly fee)
Seasonal athletic activities and scouts are also available.

We encourage children to be the best they can be. By providing them with lifelong academic and social tools, we develop self-confidence and an enthusiasm for learning. There is no expression from a Lower School child more precious than ―I can do that!‖

LOWER SCHOOL - MUSIC

In music classes, a wide variety of themes and elements of music consistent with the National Standards of Music Education and PreK-12 Performing Arts curriculum at Detroit Country Day School are studied. Children learn about melody, rhythm, form, harmony, timbre, instruments, vocal technique, expressive qualities, movement, technology, creativity and listening in relation to music.

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Activities are based on approaches developed by Edwin Gordon, Zolton Kodaly and Carl Orff. Improvisational skills, playing instruments, expressive ideas, creativity, movement, singing, music literacy and listening skills are developed. To engage children at this level, objects and visual aids like scarves, beanbags, puppets and colorful pictures are often used along with unpitched percussion instruments and Orff instruments beginning in PreK3. Songs and activities are often presented in a playful way so that children can begin to understand and appreciate the music making process in a developmentally appropriate manner.

Music classes meet twice weekly. PreK3 classes meet for 20 minute sessions for a total of 40 minutes per week. PreK4 and JK classes meet for 25 minute sessions for a total of 50 minutes per week. Kindergarten, First and Second Grades classes meet for 30 minute sessions for a total of 60 minutes per week.

Pre-Kindergarten 3
Students explore the elements of music including pitch, dynamics, tempo, timbre, duration, form, composition and arranging through play, movement, creative storytelling and singing. Students share their musical development with parents at the annual “Music Informance”, a special event designed to showcase the PreK3 music curriculum.

Pre-Kindergarten 4
Students continue to develop their musical skills by exploring the elements of music including pitch, dynamics, tempo, melody, timbre, rhythm, beat, form, composition and arranging through play, creative movement, storytelling, singing and playing instruments. Students examine music opposites such as long/short, loud/quiet, and sound/silence. Students share their musical development with parents at the annual “PreK4 Holiday Music Informance”, a special event designed to showcase the PreK4 music curriculum.

Junior Kindergarten
Orff instruments, African tubanos, creative movement, storytelling, folk dancing and singing are just a few of the ways JK students experience music together. Students perform several cross-curricularicals that integrate Native American history, the American presidents and Fairy Tales. Students learn to design their own props, costumes, memorize script and music as they explore stage production music making and performing as an ensemble.

Kindergarten
Singing, improvising, composing and arranging, playing instruments and folk dancing are some of the activities that Kindergarten students experience as they explore the music making process. Students present their musical work twice per year. They participate in the “K-2 Winter Concert” and the “Spring Sing”, a special event designed to showcase the music curriculum and integrate the Kindergarten agricultural science theme.

Grade 1
In addition to Lower School holiday programs, students present the Passport to the World Adventure program. They share songs from around the world with their parents, which are often sung in the original language. Study of the violin is available to any First Grade student, where they will receive group instruction twice a week.

Grade 2
Grade 2 participates in the holiday show along with the Kindergarten and Grade 1 students. At the end of the year, students perform in the Moving Up ceremony. Study of the violin is available to any Second Grade student, where they will receive group instructions twice a week.

Piano Keyboard Instruction
(PreK4-Grade 2)
The Piano Keyboard program is offered to students in PreK4 – Grade 2. Classes meet for 20-25 minutes, two times per week, or once per week in Second Grade, and each child is assigned his/her own keyboard equipment with headphones. Classes are designed to present the easiest possible approach to piano playing, keeping age appropriate lessons in mind. Pre K utilizes the black keys (Twins and Triplets) while Kindergarten and Grade 1 explore Middle C position. Grade 1 students are introduced to Middle C position staff notation. Grade 2 students build upon prior knowledge and experiment with performances.

Advantages of Piano Keyboard instruction:
• Facilitate reading (left to right tracking)
• Recognition of patterns
• Decoding music notation
• Fine motor exercise
• Independent work at keyboard
• Introduction to the language of music
• Insight to the structure and order of music
• Exposure to a true hands-on musical experience

Violin
(Kindergarten-Grade 2)
Students in Kindergarten through Grade 2 have the opportunity to study the violin in group classes that meet after school. Violin classes meet twice a week for 30 minutes. The Lower School students perform in two concerts a year and “Celebrate the Arts.”

LOWER SCHOOL – THEATRE, DANCE, AND COMMUNICATION ARTS

Students in the Lower School receive many opportunities to perform for classmates, family and community. Through the multitude of in-class performances, beginning skills in public speaking, text memorization and stage presence are introduced.
LOWER SCHOOL – VISUAL ARTS

Creating a work of art is a personal experience no matter what your age. All people draw upon their own individual resources to generate ideas. Engaging the whole child in art class allows the child to feel invested in a way that is deeper than “knowing the answer.” Our children are the future. We must teach them to be perceptive, flexible, creative, and able to solve problems and to make decisions. Creative experiences such as these enable young children to grow and connect with one another in new ways.

The arts transform the learning environment. Making art fulfills a child’s need for self-expression. The finished product will not be measured by the value of the art activity, but in the pure enjoyment and learning that takes place along the way. The joy of creating something as a product of their imagination is exhilarating. Once children gain confidence and knowledge, they begin to feel secure enough to be inventive, to express individual ideas, and take pride and gain satisfaction in creativity. By making creative choices in texture, color and shapes, they are sharing a part of themselves.

The arts provide new challenges for those students already considered successful.

Children learn the vocabulary and concepts associated with different types of work in the visual arts. They learn how to use various tools, processes and media. As they move from pre-Kindergarten through the early grades, students develop skills of observation and grow in their ability to describe, interpret, evaluate and respond to art in the visual world around them.

Art is scheduled as follows: JK, Kindergarten, Grades 1 and 2 meet twice weekly for 40 minute classes each for a total of 80 minutes a week. The art program provides opportunity for children to grow in self-esteem, creative endeavors, cultural consciousness, and respect for their own work and the work of others.

The objectives for JK-2: The children will explore two- and three-dimensional art forms which will include: printing, marker, crayon, watercolor, tempera paint, cutting and gluing, clay, weaving, oil pastels, and mixed media. Step-by-step drawing lessons will be given to build on a drawing vocabulary and help enhance fine motor skills. A SMART Board and LCD projector/document camera are used to enhance lessons. The document camera allows the children to see the demonstrations and get the most out of their art experience. Second graders receive a sketchbook to use. This is kept in the art room until the end of the year. Drawing will be done from observation, memory, and imagination. Children create hands-on-activities that focus on the elements and principles of art, establish an encounter with people of other lands, become aware of the relationship between art and other academic disciplines, and are exposed to artists appropriate to their level.

LOWER SCHOOL – COMPUTER SCIENCE

The goal of computer applications in the Lower School is to introduce fundamental computer skills to our students. Technology in the Lower School includes touchscreen computers, laptops, iPads, and SMART Boards. Curricular software is available on each device. Additionally, age-appropriate websites are used to supplement the curriculum.

Daily computer use is encouraged at the Lower School. Students at all grade levels create and illustrate stories. Math skills are reinforced web-based resources and virtual manipulatives. Children receive regular instruction from a computer specialist in collaboration with the homeroom teachers. Specific computer skills are taught and new software is introduced. Students use iPads for visual presentations.

LOWER SCHOOL – HEALTH EDUCATION

Within the Lower School classrooms, our youngest children are taught lessons on health and how to keep themselves healthy. These lessons include proper hand-washing and how to keep germs away, knowledge of community helpers such as doctors, nurses, and dentists, proper dental care, nutrition and healthy eating, getting enough sleep, exercise, identification and labeling of the human body and body systems, emotions, qualities of a good friend, respect for others, and many more! Lessons begin in PK3 and continue throughout second grade building on what has been learned in previous years.

LOWER SCHOOL – LANGUAGE ARTS AND READING

Pre-Kindergarten 3

The language arts curriculum in PK3 is integrated into the child’s daily schedule. Language is the foundation of the program, and children’s language development is supported through story-telling, poetry, finger play, music, dictation, and dramatic play.

Emerging literacy is supported as children engage with text during interactive read-alouds, shared writing, Morning Message, and shared reading of classroom charts and lists. Early literacy instruction focuses on: phonemic awareness such as the recognition and creation of rhyming words; print awareness, including the introduction of letters and corresponding sounds; concepts about print such as directionality and 1:1 match; early writing, including first name and the first letter of several meaningful words.

Text: The Letter People, 2000; Bridges First Steps, Alpha Tales, 2001; Sing and Read-Alphabet, 2007, various books that accompany the themes studied in class.

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Pre-Kindergarten 4
Language continues to be the foundation of the PK4 language-arts curriculum; language development is supported through engagement in authentic language experiences including story-telling, poetry, music, circle time, creative dramatics, and guided play. Independent, small group, and large group activities are designed to allow each child to grow socially, emotionally and cognitively.

Emerging literacy continues to be supported as children engage with text through interactive read-alouds, shared and independent reading, Morning Message, and shared reading of classroom charts, lists, and books. Early literacy instruction focuses on continuing to build phonemic awareness, letter-sound knowledge, letter formation skills, concepts about print, and experiences with diverse genres.


Junior Kindergarten
The language arts curriculum in JK is presented in developmentally appropriate thematic units. The language/print-rich environment supports the emergence of literacy through read-alouds of text from a variety of genres, shared reading of rhymes, songs, and patterned text, and shared writing. Literacy instruction builds upon students’ previous knowledge, focusing on letter-sound knowledge, concepts about print, vocabulary, and comprehension of text. Children are provided with text at their Instructional reading level for independent and guided reading. Journals that include prompts and opportunities for student free-writing are introduced and encouraged. Tracing, drawing, cutting, pasting and writing activities develop fine motor skills. Presentations to parents provide opportunities for enhancing oral speaking skills.

* Advanced readers

Kindergarten
The Kindergarten language arts curriculum supports continued growth in oral and written language skills, including reading, writing, listening, and speaking, through read-alouds, shared and independent reading, shared and independent writing, and word analysis/phonics. Children are assessed in the fall and spring to determine their Independent and Instructional reading levels, as well as letter-sound knowledge, sight words, phonemic awareness, and ability to hear/record sounds within words.

Reading instruction occurs in small groups with Instructional level authentic text, and is organized using the Daily Five literacy framework. It focuses on teaching children to use letter-sound information, meaning, and syntax to read, as well as self-monitor their attempts and reread to problem solve. Children also engage in daily independent and/or partner reading of Instructional level books of their choice. Supplemental phonics instruction is provided using the F.A.S.T. systematic phonics program.

The formal reading and writing program extends into classroom journal writing, group language experience stories and child-created books. Students take part in a variety of writing genres, including poetry, creative writing, personal narrative and informational writing.


Grade 1
The First Grade language arts curriculum supports continued growth in reading, writing, listening and speaking through guided reading, independent and partner reading, read-alouds, written responses, and word analysis/phonics. Children are assessed in the fall and spring to determine their Independent and Instructional reading levels, and are placed in Focus Groups for reading instruction according to their performance on the fall assessment.

The Focus Groups, which are organized using the Daily Five literacy framework, utilize Instructional level authentic text. Instruction focuses on supporting children in dealing with increasingly more complex text features and spelling patterns within words, cross-checking using multiple sources of information (letter-sound, meaning, syntax), and reading with phrasing and expression to increase fluency. Supplemental word analysis instruction and spelling instruction are provided using the F.A.S.T. systematic phonics program.

The handwriting program includes correct position of the pencil and paper, mastery of correct letter formation, spacing, legibility, punctuation, and capitalization rules. A variety of genres, including journal writing, creative writing and simple poetry, are included in the writing program. Teachers use a process approach to writing instruction in which children’s written work is teacher edited and then child revised for the final product. Performance of dramatics and appreciation of good literature round out the total language arts curriculum.

Grade 2
The Second Grade language arts curriculum supports continued growth in reading, writing, listening and speaking through guided reading, independent and partner reading, read-alouds, written responses, and word analysis/phonics. Children are assessed in the fall and spring to determine their Independent and Instructional reading levels, and are placed in Focus Groups for reading instruction according to their performance on the fall assessment.

The Focus Groups, which are organized using the Daily Five literacy framework, utilize Instructional level authentic text. Instruction focuses on supporting children in dealing with increasingly more complex text features, comprehension of increasingly sophisticated text ideas, and reading complex sentences with phrasing and expression to increase fluency and comprehension. Supplemental word analysis instruction and spelling instruction are provided using the F.A.S.T. systematic phonics program.

Writing instruction focuses on expressing ideas clearly and mechanics such as capitalization, punctuation and grammar. Writing as a process is taught through the steps of prewriting, drafting, revising, editing and publishing. In second grade students take ownership of revising and editing their work. Poetry, letters, personal narratives, journal writing, expository writing and informational writing are undertaken at this level. Parents attend a special day set aside for poetry presentations.

Reading comprehension strategies are modeled and taught to foster students’ understanding of a variety of text. Using graphic organizers, identifying the main idea and supporting details, sequencing events, using inference, comparing and contrasting, identifying cause and effect and the problem and solution in a story enable students to become independent readers and thinkers. Listening skills are developed throughout the year.


Pre-Kindergarten 3
Through a variety of developmentally appropriate hands-on experiences, the children gain an understanding of mathematics. These experiences include number recognition (0-12); distinguishing concepts more and less; recognizing a pattern; identifying shapes (circle-square-rectangle-star-oval-triangle, diamond); sorting and sequencing.

Math skills are incorporated into the curricular themes. The children participate in daily calendar and weather activities where math skills are reinforced. The students gain an understanding of the days of the week, months of the year as well as logical reasoning. Various technologies are used to enhance math concepts. The children are exposed to a variety of manipulatives and developmentally appropriate materials.


Junior Kindergarten
The goal of the JK mathematics program is to develop an understanding of, and insight into, the patterns of mathematics by using concrete materials. The activities are designed to help young children see relationships and interconnections in mathematics and to enable them to deal flexibly with ideas and concepts. The concepts are interrelated and support one another to increase the development of the child’s scaffolding of understanding. Because children “think” through their hands, multiple senses are involved to enhance the understanding of the concepts introduced.

Emphasis is placed on using real objects that the children can handle and manipulate to illustrate concepts in a concrete way. Considerable emphasis is also placed on developing the children’s ability to verbalize different ideas. Abstract symbolization is used to label a concept only when the children understand the concept.

Kindergarten
Children are exposed to a variety of mathematical concepts that help develop their logical and deductive reasoning skills. Our program provides a manipulative rich and hands-on approach to the exciting world of mathematics. Through relevant problem solving and investigations, the children become engaged in meaningful discoveries. The children are encouraged to explore, develop, test, discuss and apply their ideas.

The math program provides a year-long set of daily challenges that introduce and reinforce basic skills, such as problem solving, addition and subtraction, place value, counting, money, time, measurement, sorting, patterning and exposure to vocabulary. Basic skills are assessed, and concepts are built, through the use of the student calendar notebook along with supplemental material.

The math program makes consistent and effective use of visual models to teach mathematical concepts. Math is also taught in integration with science, social studies and literacy through thematic units. Children are provided a program that is concrete and will establish the important foundation for mathematical thinking and success.


Grade 1
The Grade 1 mathematics curriculum builds on the concepts developed in Kindergarten. A variety of manipulatives and techniques are used to meet the various stages of development in first grade. Concepts are introduced with manipulatives. The children move from concrete to abstract concepts.

In the fall, children are given a diagnostic mathematics test. On the basis of scores, teacher recommendations and class performance, groups are formed. The groups range in performance from on-grade level to accelerated groups that require higher level materials.

A strong emphasis is placed upon problem solving and a variety of problem solving strategies are taught. Students are expected to be able to justify the process they used to solve a numerical problem. These problem solving activities require students to use higher-level thinking and reasoning skills. The students are exposed to multiple ways to solve a problem such as guess and check, using manipulatives, acting out the problem, creating charts or tables or organized data and drawing diagrams or pictures. The children learn how to estimate answers as a problem solving strategy and how to write number sentences to mathematically explain their answers to word problems.

Further exploration of graphing, telling time to half-hour intervals and counting money to $$.99 occurs in Grade 1. The advanced groups are further extended to minute intervals and counting money above a dollar. Mastery of ones and 10s place value is also strongly emphasized in first grade. Students are exposed to place value up to the hundreds place. The advanced groups are further extended to the thousands place.

Geometry instruction consists of hands-on activities involving solids, such as cubes, cones, cylinders and spheres. Terminology is introduced dealing with solids, planes, symmetry and congruent figures. Fractions are also introduced through the use of manipulatives. Students learn to recognize halves, thirds, fourths and equal parts or “fair shares.” Measurement is explored in both metric and standard units for length, weight, volume and temperature.

Quick recall of basic addition and subtraction facts to 18 is developed through the “Rocket Math” program. The vocabulary words of basic mathematics are introduced and used throughout the year. Children are encouraged to utilize math computer games and programs in the classroom for review or enrichment.

Texts: Progress in Mathematics, Sadlier Oxford 2009; Mathematics Program Grade 1, Part 1 and 11; How to Successfully Teach Math Facts & Strategies to ALL Students, 2001; Otter Creek Institute, Various Math literature and problem solving books.

Grade 2
Second grade offers students opportunities to experience mathematics in a multifaceted approach furthering their development and understanding of concepts. Students are assessed and grouped in the fall and placed in a rigorous and supportive environment.

There is heavy emphasis on problem solving and critical thinking throughout the curriculum, as children are taught strategies and multiple approaches to the Continental Math League problem solving activities. All second graders participate in the CML meets, a problem solving “competition” among participating schools nationwide.

Topics covered in the curriculum include number sense, where children explore number relationships to 1,000 (and are introduced to numbers as high as millions for the more advanced group). All children learn about expanded form, estimation, patterning, rounding, ordinal numbers, place value, skip-counting, fractions, money and re-grouping.

Exploration of whole numbers and computations include basic addition and subtraction facts to 20, understanding of fact families, estimation of sums and differences, missing addends, associative and commutative properties, relating addition to multiplication, and subtraction; are introduced to arrays, basic multiplication facts and the meaning of multiplication including properties, repeated addition and skip counting. Division is introduced and children explore the concepts of equal parts, remainders and repeated subtraction.

Fractions are expanded to include comparing parts to the division of twelfths, comparing of fractional parts of a whole and of a set and the relationship to decimals through use of money.
Algebra and functions are taught through the use of graphing, patterns and sequences. Ongoing exposure of the concept of “equal” enhances the understanding of beginning algebra, as does the introduction of the properties of addition and multiplication and the relationships of numbers expressed through the symbols =, < and >.

Measurement includes such concepts as area, capacity, length, mass, temperature, perimeter, weight and volume. Both standard and metric units are explored.

Geometry includes plane figures and solid figures, area, perimeter, congruent figures, combining shapes, slides, flips, turns, symmetry and volume.

The concept of time is further explored and includes such things as time sense, telling time, digital and analog clocks, elapsed time, reading a schedule and ordering events.

Statistics, data analysis and probability are explored through the use of graphing, range and mode, tallies, surveys, predictions, comparing likelihoods and using data.

Mathematical reasoning is a heavy focus of the second grade curriculum in math, including critical thinking and an ongoing emphasis on problem solving. Students are taught skills for developing a sense of problem solving, including, but not limited to, cause and effect, multi-step problems, logical reasoning and strategies for solution of problems at varying levels of difficulty. All students participate in the Continental Mathematics League (CML) competition.

A variety of supplementary materials, including manipulatives and math games, is available for use during free time. Literature relating to the mathematical area is frequently used to enhance concepts. Students learn to write about mathematical concepts using words as well as numbers to express ideas.

This multiple-source approach implements the National Standards of Mathematics as established by the National Council of Teachers of Mathematics. Our textbooks are curriculum common core compliant.


**LOWER SCHOOL – PHYSICAL EDUCATION**

The school motto, Mens Sana In Corpore Sano (A Sound Mind in a Sound Body) is the cornerstone of the Lower School physical education program. The hallmark of this approach is a nurturing, non-competitive learning environment that allows students to experience the joy of efficient movement in a non-threatening setting.

Students are able to explore a wide range of activities that encourage the development of gross motor coordination, visual motor coordination, muscle strength, endurance and social skills.

The Lower School physical education curriculum is taught using the most modern equipment and instructional methods available. Educational gymnastics instruction begins at age three and continues through second grade. This program employs specialized apparatus and provides different environments for individual and small group problem solving. In visual-motor units, each student works with his or her own piece of modified equipment designed to reduce fear and increase repetitions. Additionally, students are assigned tasks and equipment that allows for different levels of skill development and social maturation. At all levels, children are exposed to units focused on thinking skills that are taught through movement.

Students are evaluated on effort, behavior and maturity in fundamental movement patterns. These movement patterns are the foundation elements of the movements that must be performed in sports, dance and recreational activities. The program objective is to have all students approaching a mature (efficient) movement pattern in locomotor and manipulative skills. Low-organized games are used to enhance development of manipulative skills, problem solving and sportsmanship.

Instructional units include traveling, volleying, dribbling, catching, kicking, throwing, striking with implements, jumping and landing, dance, educational gymnastics and project adventure.

PK classes meet three times per week for a total of 60 minutes of class time each week. JK thru Grade 2 meet three times per week for a total of 75 minutes of class time each week.

**LOWER SCHOOL - SCIENCE**

Lower School science is an activity-based program in which units are spirally developed in the areas of life, earth and physical science. Children’s literature, videos and guest speakers enhance the program, as do field trips to science museums, nature centers, metro parks and our own school grounds. We capitalize on the young child’s curiosity by providing meaningful experiences and active learning. Lower School science is centered around discovery, hands-on, inquiry based curriculum. Most of the activities are teacher facilitated, encouraging the children to work in cooperative learning groups and as individuals to observe, describe, measure, predict, estimate, test and record. A good scientific attitude is fostered, as is a true love of learning.

In the PreK and JK programs a basic awareness of the world around us is incorporated. A sensory approach is used to introduce a variety of science topics from which the children can later construct new knowledge. Classification, careful observation, the use of manipulatives and hands-on exploration enable the children to build an appreciation for science.
Working together, the Lower School science teacher and the PreK teachers plan unique activities which parallel and supplement the curriculum. The children work directly one day per week with the science educator in the PreK classroom. JK works bi-weekly in the science as do Grade 1 and Grade 2 students. Kindergarten students meet once per week.

**Pre-Kindergarten 3**
Units of study include: Seasons, Five Senses, Plant Life, Animal Life, Physical Science, Health and Safety

**Pre-Kindergarten 4**
Units of study include: Plant Life Cycle, Human Body, Health and Safety, Animals and Animal Life Cycle, Construction, Space, Rainforest, Oceans, Dinosaurs, Matter, Five Senses, Our Earth

**Junior Kindergarten**
Units of study include: Life Cycle, Health and Safety, Signs of Fall, Birds, Properties of Water, Rainbows, Simple Machines, Five Senses, Matter

**Kindergarten**
Units of study include: Living and Nonliving, Plant Life Cycle, Animal Life Cycle, Properties of Sound, Magnets, The Earth’s Relationship to the Sun and Moon

**Grade 1**

**Grade 2**
Units of study include: Plant Reproduction, Adapting to Seasonal Change: Habitats, Energy: Work-Simple Machines-Sound, Landforms and Rocks, Insects and Lifecycles


Activities from: AIMS Education Foundation (1990); Hands on Science Activities: Tolman; Houghton Mifflin Science: Discovery Works

**LOWER SCHOOL – SOCIAL STUDIES**

**Pre-Kindergarten 3**
The social studies program enhances an awareness of the world in which we live. This is accomplished in a variety of ways such as: development of self-esteem and awareness of values; an understanding of feelings; and a familiarity of the roles others play in our community. The children start each day by saying the Pledge of Allegiance and singing the Detroit Country Day School song.

Social studies themes include: “All About Me,” family, farm, community helpers and holidays. Various field trips are taken to enhance our themes. In addition, the children perform songs and poems for their parents several times throughout the year.

**Pre-Kindergarten 4**
The PK4 social studies program is an interdisciplinary approach, within its thematic curriculum. The goal of the program is for children to develop a positive self-concept and an awareness of the world in which they live. Students are engaged in learning about family units, different holidays, homes and communities; they become comfortable and knowledgeable about themselves and the world around them. With a strong emphasis on values, manner, social skills, self-control and problem solving abilities, the children work at becoming responsible individuals who contribute to society.


**Junior Kindergarten**
The social studies curriculum in JK integrates all aspects of learning in developmentally appropriate thematic units. Children begin to learn about themselves in relation to their family, classmates, the community and the world. Through the units studied, the children learn to interact acceptably with each other in play/work situations.

They also develop socially acceptable behavior and strong moral character through the activities and field trips that culminate many of the themes. Social studies themes include: The First Thanksgiving, Winter Olympics (every four years), Parade of Presidents and Founding Mothers, Michigan Week, Hooray for the U.S.A., Black History Month, Martin Luther King, and fairy tales from around the world, as well as diversity in different cultures.

Group productions, which develop cooperation, individual and group responsibility, dependence on others and group interaction toward a specific goal, are part of the curriculum. Self-confidence is built through team work and individual contributions to the productions. Children learn to make appropriate choices as they work in cohesive groups.


**Kindergarten**
The social studies curriculum for Kindergarten is designed to help children learn constructive social behavior, develop a positive self-image and form a better understanding of the world around them. A variety of topics are integrated into the children’s daily activities. The focus on social skills helps children develop greater independence and the ability to work and play cooperatively with others. Our Character Development Program helps children develop character skills that will
last a lifetime. The students will demonstrate these skills in their work and play.

Thematic units expose children to the customs, history and geography of different cultures. Maps and globes are used to learn about the world. The children learn about other cultures through literature. They engage in art, music and language arts activities, write journal entries, compose stories and listen to guest speakers. The broad scope of the curriculum allows teachers the flexibility to explore the interests and needs of their students.


Grade 1
The social studies curriculum follows the seven strands of social studies: history, economics, geography, citizenship, culture, technology and social studies skills.

The year begins with a celebration of our country during Patriot’s Week. This unit is a good introduction into the concepts of citizenship and our community. The children will be introduced to citizenship where they learn about rules and responsibilities within the community and the laws that govern. Next, the children will learn about Johnny Appleseed and Christopher Columbus as part of our American heritage. We also learn about Thanksgiving and various holidays around the world.

An emphasis is placed on geography throughout the year. To further enhance their understanding and appreciation of different cultures around the world, children complete independent research projects on countries and perform in an interdisciplinary program, “Passport to World Adventures.” Map and globe skills are taught including directions, continents and oceans.

Next, children study famous people from the past. They may include George Washington, Abraham Lincoln and Martin Luther King, Jr. A study of economics focusing on needs, wants, goods, services and trade completes the year. Attention is also paid to current events so that the children are aware of our dynamic, changing county.


Grade 2
The social studies curriculum begins with the study of geography which links with and expands first grade topics. The children learn the names and locations of the continents and oceans. They study various land forms, learn map and directional skills and learn how to use an atlas.

The focus in the fall is the Native American Unit. Children study Native American Culture and learn about various tribes, the geographic regions for these tribes, their homes, food, differing customs and ways of survival. Children learn about Native American people’s respect for the environment. Children research with their

home room class, various aspects of Native American culture. The unit culminates with a Native American pow wow during which children—in Native American dress—present dances, songs and information they have learned.

In December, second graders explore holidays and holiday customs from around the world. They learn to appreciate ethnic and cultural diversity through the study of Christmas, Diwali, Hanukkah, Kwanzaa and Ramadan.

In January, children listen to stories, read books and write about the life of Martin Luther King, Jr. and other famous African Americans.

Japan is the focus of in depth study during the winter. Japanese musicians and native Japanese people visit second graders and share with them the richness of the Japanese culture. Poetry Day features parent and child participation.

In the spring, second graders study the 50 states of the United States. They learn about the states and their capitals. They study different regions of the United States, and their geographic features and natural wonders. Again, mapping and directional skills are emphasized. A focus is participation in a Flat Stanley Project. Children do research on one state. They then write a letter and exchange this with a contact in the state they have selected for study. Upon receipt of a reply, children share their information orally with their homeroom class.

The final unit is careers. Classroom visitors talk with children about their professions. Basic economics is discussed as children think about their future professions. Children read books about career choices. Each child conducts an interview with an adult about that person’s career. Questions are written by each child. Children share information about their future careers with peers and in writing and then at the Moving Up Ceremony as they prepare to go to the Junior School in third grade.

The social studies curriculum in second grade is an interdisciplinary program in which the units of study are combined with activities in reading, art and music. The curriculum is supplemented by a variety of interdisciplinary materials including a primary grade atlas, video, informational books and teacher-designed activity booklets.


LOWER SCHOOL – WORLD LANGUAGES

World language study offers a wealth of advantages to language learners. From gaining a deeper understanding

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of one’s own native language to acquiring a broader global awareness to future career opportunities, the skills and discipline obtained in the world languages classroom transfer to other subjects and increase the rate of success in those areas.

For years, world languages have been an important part of the academic curriculum at Detroit Country Day, from preschool through Grade 12. As language specialists have come to realize, learning a language in a non-immersion situation requires years of study and review before the learner can attain proficiency. Current studies show young children accept language learning more readily than any other age group. Children happily mimic the teacher’s speech as in a game, learning correct pronunciation and intonation at a stage in life when experimenting with new sounds is viewed as challenging and exciting. Children who are exposed to another language at a young age also demonstrate improved listening skills in all subject areas. Teaching in the target language is crucial in these beginning years so that the children may acquire French in a natural manner.

In the Lower School, our language specialists sing, move and play with this age group while using props, visual aids, puppets, stories and music. Cultural studies foster an understanding of people of the world and develop positive attitudes toward linguistic and lifestyle differences. This aids students in increasing their sensitivity and understanding of customs and traditions of others, which in turn helps students develop a global perspective.

Our pre-Kindergarten and Kindergarten students have French enrichment classes twice per week. First and second graders meet two to three times per week. French becomes a required academic class in Grade 1 and continues through Grade 5. Beginning in Grade 1, teacher-generated compact discs give the students the opportunity to practice their listening and speaking skills outside the classroom. Written language is introduced in Grade 2. Review is incorporated into each grade level to extend mastery of vocabulary and to facilitate the success of new students who enter the school each year. New students are given additional assistance in reaching the level of our returning students.

The Lower School French program is lively, interesting and exciting. We provide the foundation for life-long learning and love of world languages and cultures.

CO-CURRICULAR INFORMATION

LOWER SCHOOL – LEARNING SUPPORT AND TUTORIALS

Lower School teachers provide individualized assistance, as needed during the day and before and after school.

LOWER SCHOOL – LIBRARY SERVICES

The Lower School offers the following after school programs:

- Sundowners Program
- Junior Jackets Sports Program
- PM Program – (Grades 1 - 5)

PMs are optional after school activities offered for Grades 1 - 5, to meet the growing interests of children beyond the normal academic day. There are three nine-week sessions which meet during the fall, winter, and spring, Tuesday through Friday, from 3 - 4:00 p.m. Registration slips are sent home one week before the start of each session, and are honored on a first-come, first-served basis and space availability. Certain activities, such as art, may be limited to participation in one session only.

An Early Risers before school program is also offered at the Lower School.

Please refer to the website (www.dcds.edu) for detailed information.

Our Values

We believe
…that intellectual freedom is a fundamental right for all;
…that literacy is an essential skill across all platforms and disciplines;
…that reading for personal information and enjoyment leads to lifelong learning;
…that respect for intellectual and creative property is everyone’s responsibility.

Our Mission

Teach, Inspire, Explore

In addition, students develop a respect for materials, become comfortable with library procedures, understand how books are organized and begin to locate materials to investigate ideas. Age-appropriate library skills are introduced at each grade level. Our resources, both print and digital, allow children to explore new ideas, develop creative thinking, expand their knowledge base and find a wide variety of reading in both fiction and non-fiction areas. Children are encouraged to check out books that support their enjoyment and educational reading needs. Students can also check out additional materials to support their classroom projects. They are guided to become lovers of reading, independent library users and life-long learners.
JUNIOR SCHOOL

INTRODUCTION

The Junior School serves a unique intermediate age group and provides a meaningful, vital bridge between the elementary school years (pre-Kindergarten through Grade 2) and the middle school years (Grades 6 through 8). Through age-appropriate curriculum and activities, the developmental skills established in the Lower School are reinforced and enhanced so that children can make the transition from learning to read to reading to learn. In Grades 3 through 5, independence and personal responsibility are emphasized within the comfort of a homeroom where language arts, reading, mathematics and social studies are taught.

Specialists and homeroom teachers work cooperatively to provide a coordinated curriculum that includes basic instruction at all levels in language arts, reading, mathematics, science, French, social studies, art, vocal and instrumental music, computer applications and physical education. Integrated activities such as the Grade 3 “Coming to America,” the Grade 4 “Marvelous Michigan,” and the Grade 5 “American Beginnings” programs stress interdisciplinary cooperative learning, spanning language arts, social studies, mathematics, art, music and physical education.

Caring and knowledgeable teachers are at the heart of the Junior School experience. Faculty members are selected for their academic achievement and credentials, as well as for their experience and aptitude for the grade levels served in the Junior School. Many faculty members either have their master's degrees or are working on them. Professional development receives a high priority; teachers are encouraged to visit other schools and to attend workshops and conferences. The director and deans, in cooperation with the headmaster, regularly evaluate classroom performance and curriculum.

Grade-level faculty meet twice weekly for planning purposes. Assignments and homework are communicated to parents and students via the school’s website portal pages. To establish good study habits and promote individual responsibility, homework is intertwined with the Junior School school-day curriculum. Teachers tailor homework to the children’s maturity level: approximately 30 minutes per night in Grade 3 and 40 minutes in Grade 4 and 50 minutes in Grade 5. Student’s progress is formally reviewed at the end of each goal period; progress reports are sent home to parents as needed; and goal-setting is discussed and reviewed at formally scheduled parent-teacher conferences. Diagnostic tests, such as the Educational Records Bureau (ERB) Comprehensive Testing Program and the NWEA MAP online adaptive assessment are used for placement and for monitoring the curriculum.

Societal and moral issues, character development and ethical concerns are regularly addressed through special collections and assemblies that go beyond regular classroom studies.

Because our school serves such a wide geographical area, special emphasis has been given to creating our own “neighborhood” by providing diversified activities that involve our young people, their teachers and their parents. Our Early Riser and Sundowner programs provide before and after school services, the PM program allows children to pursue a special interest and Boy Scout and Girl Scout groups bring yet another dimension to the program in our quest to develop the whole child, each to the best of his or her ability.

N.B. Texts listed in the course descriptions in this catalogue are subject to change.

JUNIOR SCHOOL - MUSIC

Vocal/General Music – All Grades
All Junior School students experience vocal/general music twice weekly for 45 minutes. Overall objectives for all grade levels are to help students:
• Understand and appreciate the various forms of artistic expression and their relationships;
• Approach music both as an art to be enjoyed and shared, and as a discipline that demands developing skills and increasing knowledge;
• Expressively perform music of many different cultures, both western and non-western;
• Be willing to contribute in a group or individually;
• Have confidence in their singing and playing abilities;
• Gain familiarity with various styles of music and begin to develop preferences;
• Develop other academic skills through music;
• Build a repertoire of songs including the following types: singing games, cumulative, patriotic, seasonal, folk, call and response, songs of non-western cultures, ethnic songs, spirituals, canons and ballads;
• Acquire knowledge and listening experience regarding great master works and composers.

Drum Circle - All Grades
In certain cultures, drums herald all-important events, and serve to bring the community together. We honor that tradition here by bringing students together, building community through percussion. Drum Circle is open to all grades and meets after school once per week.

Strings - All Grades
Students in Grades 3 through 5 have the opportunity to study the violin, viola, cello or bass. The Junior School also offers an advanced-level string ensemble which meets before school. All strings classes meet twice a week for 30 minutes. The Junior School students perform in two concerts a year, “Celebrate the Arts” and have various other opportunities for solo or ensemble performance throughout the year.

Recorder Ensemble - All Grades
The Recorder is the ancestor of the flute, and is still used today at many venues for Medieval and Renaissance
music performance. Any student who loves to play recorder, including Third Graders who have finished their book tests for the year, can join following a brief sight-reading audition. We use soprano, alto, tenor and bass recorders, and perform several times per year.

**Band – Grades 4 and 5**
In Junior School band, students learn the basics of performing instrumental music in an ensemble setting. We develop fundamental performance skills such as tone production, articulation and note and rhythm reading, and develop more advanced skills, such as sight reading, and concert preparation. Students who return for a second year in fifth grade act as section leaders and prepare additional concert music. The Junior School band performs in two concerts a year, “Celebrate the Arts” and has various other opportunities for solo or ensemble performance throughout the year.

**Choir - Grades 4 and 5**
Students meet for Choir twice each week for 45-60 minutes. Children work on singing tone, breathing technique, solfeggio and rhythmic reading, balance and blending of voices, and singing in parts. The Choir holds performances several times each year for school and community audiences.

**Choir Chime Ensemble - Grades 4 and 5**
The Choir Chime is the preparatory instrument for hand bell ensemble playing. Students in the fourth and fifth grades can audition for the Choir Chime ensemble, the audition consisting of rhythm-reading exercises. Choir Chime Ensemble meets once each week after school, and performs three concerts each year in conjunction with other performance groups.

**Junior School – Computer Science**
The goal of computer applications in the Junior School is to expose students to age-appropriate computer technology. The Junior School also has a “Computer on Wheels” (C.O.W.) program. This program allows laptop computers to be brought into other classrooms in order for more students to have access to technology at any given time.

In Grade 3, the focus is on the development of keyboarding skills with emphasis on proper technique. We use the interactive keyboarding program, Typing Club, which provides a mixture of lessons and games to enhance technique, accuracy and speed. Students in grade three are also taught the basics of word processing using Microsoft™ Word and the basics of accessing the Internet.

In Grade 4, the curriculum focuses on the development of advanced techniques in word processing: formatting paragraphs, importing graphics, cutting/copying/pasting, word art, page borders as well as learning to use the Internet for research activities tied to specific projects in language arts, social studies and mathematical problem solving.

In Grade 5, the students use their skills in keyboarding, word processing and Internet research to enhance writing activities in language arts. The students produce a variety of materials such as poems and compositions as PowerPoint presentations. In social studies, the focus is

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**Junior School – Visual Arts**
The curriculum is designed to challenge and excite the child about the world of art and develop their skills and techniques. We expose them to a variety of art forms such as drawing, painting, three-dimensional sculpture, ceramics and mixed media. The student will learn art vocabulary used to analyze and express opinions on art. Students meet twice weekly for 45 minute classes each for a total of 90 minutes a week.

Lessons are sequential and build on experience. For example, in third grade, one-point perspective drawing is introduced; in fourth grade we develop that skill by exploring two-point perspective drawings of cubes; finally, in fifth grade, the student does a challenging two-point perspective drawing, a cityscape. The student learns how to draw a street scene with windows, doors, bricks, and people — down to the last detail. The same is true for all lessons in weaving, ceramics and painting. We proudly display our children's artwork in our hallways, at local libraries and other public venues.

Art history has been incorporated into the curriculum in a variety of ways. Three artists are showcased each year. Bright, beautiful twelve-foot murals hang in the hallways. It is like bringing the art museum to the children. All three levels experience a tour of the artist. In the art room they research the artists and create work inspired by that particular artist. In the past Leonardo D' Vinci, Claude Monet, Vincent Van Gogh, M.C. Escher, Robert Wyland and Jackson Pollock were featured! Art history DVDs and websites are used to introduce many lessons. Smart Board presentations show students examples of the elements of arts and the principles of design. The student learns how to compare and analyze realistic and abstract art.

A successful interdisciplinary program results from working and planning with the cooperation of the whole faculty. Special units are taught to coordinate art projects with academic subjects.

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**Junior School – Theatre, Dance, and Communication Arts**

**Theatre - Grades 4 and 5**

Theatre is currently offered as a year-long acting workshop concentrating on character development and performance skills. Through games and improvisation exercises as well as scripted scene work, students will learn to expand their speaking voice, move more freely on stage, and create a more complete character on stage as well as many basic performance skills. The year will culminate in a student performance in the spring.
on Internet research with a number of activities tied to historical events.

**Junior School – Health Education**

The Junior School health education program is taught in both homeroom and science classrooms. Expanding on the lessons learned in the Lower School, students learn components of nutrition and how to eat well-balanced and healthy meals, how their bodies move and how exercise keeps their bodies healthy and strong, the importance of sleep, emotional health, and body systems. Puberty education begins in fifth grade and continues in the middle school.

**Junior School – Language Arts & Reading**

**Grade 3 Language Arts**

The third grade language arts program consists of the writing process, spelling, grammar skills, and cursive.

Through the writing process students investigate a variety of genres including: descriptive, expository, narrative, persuasive, journal, and poetry writing. Assignments include prewriting, revising, editing, and publishing. These skills are then integrated across the curriculum.

In our spelling program, F.A.S.T. concepts are built upon from previous grades. Continued application of spelling rules to daily written work and the introduction of Greek and Latin roots help children further their spelling development.

Grammar is integrated through mini lessons taught within the writing process as well as daily writing assignments. Cursive continues to be reinforced in third grade using Zaner-Bloser


**Grade 3 Reading**

Using a variety of literature, the third grade curriculum provides students with the opportunity for teacher-directed reading and listening comprehension, sustained silent reading, partner reading and the development of fluency in oral reading. Students respond to literature through whole group discussion, literature circles, journal entries and written comprehension activities. Using critical thinking skills, the students explore fairy tales, historical fiction, realistic fiction, non-fiction and biographies. Social studies concepts are integrated throughout the program.

Reading comprehension strategies are explicitly taught to insure that students are monitoring their understanding. The students’ skills are constantly reinforced as they read authentic literature. Challenging words are selected for students to apply their newly acquired skills of finding word meaning in context, as well as developing dictionary skills to help them construct meaning as they read.

Further enrichment activities that enhance our reading program are daily read aloud, D.E.A.R. (Drop Everything and Read!), plays, Readers’ Theatre and weekly library sessions that fosters a reading community.

**Novels:** Irish Cinderlad by Shirley Climo; Rough-Face Girl by Rafe Martin; Yeb-Shen by Ai-Ling-Louis; The Korean Cinderella by Shirley Climo; The Egyptian Cinderella by Shirley Climo; Mufaro’s Beautiful Daughters by John Steptoe; Cinder-Edna by Ellen Jackson; Caleb’s Story by Patricia MacLachlan; Dandelions by Even Bunting; Orphan of Ellis Island by Elvira Woodruff; Nora Ryan’s Song by Patricia Reilly Giff; If Your Name Was Changed at Ellis Island by Ellen Levine; Mistakes that Worked by Charlotte Foltz Jones; Who was Ben Franklin? by Dennis Brindel Fradin; The Kids’ Invention Book by Arlene Erlbach.

**Texts:** Third Grade Spelling Books 1 and 2, Third Grade Teachers, Detroit Country Day School, 2010; Strategies to Achieve Reading Success, Book C, Curriculum Associates, Inc., 2010; Reader’s Notebook, Fountas & Pinnell, 2011

**Grade 4 Language Arts**

In language arts and reading classes students develop their skills in reading, writing, speaking and listening.

Students are given a variety of writing experiences in fourth grade, to meet many writing purposes. Students organize ideas into topics and details with the help of graphic organizers, and write multi-paragraph works. Writers complete both creative writings and non-fictional research papers, considering intended audience, applying writing conventions and other elements of good writing: word choice, voice, organization and clarity, revising and editing before publishing. Students are guided through a five-step writing process: prewriting, writing, revising, proofreading and finally publishing.

Basic grammar skills, punctuation skills and structure are taught both at this time and in separate lessons. Spelling is taught both within the writing program and through explicit lessons. Students do most spelling exercises at home through written exercises. They follow the same schedule for spelling each week, which makes homework an expected routine and responsibility. Students also enrich vocabulary with Greek and Latin roots, and use these origins to develop breadth and understanding of the origins and development of the English language. Fourth grade students continue to improve their cursive writing that they started in third grade.


**Grade 4 Reading**

Students address skills used for effective reading through authentic fiction novels, non-fiction materials, and texts.
Students apply explicitly taught comprehension skills, such as inference and identifying author’s purpose, to their daily reflections on literature. Student choice is promoted during a literature circle unit in which students choose from a teacher-guided list of novels. They then share and analyze their chosen book with a small group of students.

In addition to daily assignments, there are several extension activities provided in fourth grade. Biography Day is a “character” classroom presentation. Students select a non-fiction novel to read independently and then communicate their understanding orally and through written assignments. Read-aloud is an integral part of both the reading program and overall growth and development, supporting reading comprehension strategies, listening skills, character development, social studies concepts and most importantly, the love of reading. Children are expected to read for twenty minutes every night and respond at least once a week in written format to their at-home reading.

Novels: *Birchbark House* by Louise Erdrich; *Bad, Not Buddy* by Christopher Paul Curtis; *James and the Giant Peach* by Roald Dahl; *The Cay* by Theodore Taylor; *From the Files of Mrs. Basil E. Frankweiler* by E. L. Konigsburg; *Matilda* by Roald Dahl; *Poppy* by Avi; *Journey Back to Lumberjack Camp* by Janie Lynn Panagopoulos; *Stone Fox* by John Reynolds Gardiner.


**Grade 5 Language Arts**

The primary focus is to further develop and explore the communication skills of writing, reading and speaking. Students explore a variety of writing genres using the five-step writing process: prewriting, rough draft, revising, proofreading and publishing. These steps are taught as separate lessons to make the task of writing more meaningful and successful. The emphasis is to help students learn to write fluidly, coherently and correctly for a variety of purposes and audiences. Writing is taught in a noncompetitive, nurturing atmosphere of acceptance and respect. Mini lessons are taught at the beginning of class to help students improve their writing skills. Grammar skills are taught within the context of writing, along with punctuation skills and structure. Students are given frequent opportunities for publishing and presenting their written work.


**Grade 5 Reading**

Students grow in literacy through rich, interactive and successful experiences with excellent literature. The two major, equally important outcomes of literature are the construction of meaning and the development of positive habits and attitudes. Students have many and sustained opportunities to appreciate and learn from a wide range of fiction and nonfiction literature. A variety of approaches, including teacher read-aloud, shared reading, cooperative reading and teacher guided reading, are used. Extensive independent reading is also required. Skills and strategies are taught as functional activities that will help students construct meaning. The program integrates essential writing and oral language activities with reading.

Novels: *Hatchet* by Gary Paulsen; *A Family Apart* by Joan Lowery Nixon; *Because of Winn-Dixie* by Kate DiCamillo; *Blood on the River* by Elisa Carbone; Literature Circles (a variety of books).


**Junior School - Mathematics**

**Grade 3**

The third grade math program continues to develop the understanding of numeration and number sense begun in the early elementary years. Students are tested in the fall and placed into performance level groups. All students participate in Continental Mathematics League (CML) competitions. Concepts of place value are introduced. Concepts of time and money are reviewed and mastered. Basic facts for addition and subtraction are reviewed, while multiplication and division facts are introduced. Addition, subtraction and multiplication algorithms are studied and the ability to apply these skills in real life situations is emphasized. Students are further encouraged to see the connection between mathematics and the world around them through such topics as geometry, customary and metric measurement, data collection, and graphs as a means of organizing information. Mental math techniques and strategies for solving math problems are studied throughout the year as the children are encouraged to develop confidence in their ability to think mathematically. Our approach and textbook are Common Core Compliant. We encourage inquiry and understanding as well as supporting the development of skill mastery. The class meets five days per week for 45 minutes.


**Grade 4**

The fourth grade math program revisits basic algorithms, adding to the application of multiplication and division. Multiplications up to two digits and division of two and three digit numbers are studied. Place value, metric measurement, graphs, mental math, and problem solving are explored. Addition and subtraction of fractions with like and unlike denominators are studied, and decimals to the tenths and hundredths place as well. Students are tested in the fall and placed into performance level groups. All students participate in Continental Mathematics League (CML) competitions. Our approach and textbook are Common Core Compliant. We encourage inquiry and understanding as well as supporting the development of skill mastery.
Online practice materials and after school enrichment opportunities are offered. Classes meet five days per week for 55 minutes.


Grade 5

The fifth grade math program builds on the preceding third and fourth grade programs and emphasizes a balance between computation and problem solving. Students are tested in the fall and placed into performance level groups. All students participate in Continental Mathematics League (CML) competitions. Students practice the four basic operations of addition, subtraction, multiplication, and division with whole numbers, fractions, and decimals. Twice per week, classes reinforce math computation skills through timed Mad Minutes. Students are introduced to key concepts in geometry and measurement. The foundation of algebraic thinking is explored through practice of variables and expressions. Students learn the importance of applying math knowledge to real-life situations. They explore and use a variety of techniques and strategies for problem solving. Students use supplementary materials, including manipulatives and math games, to enhance their learning. Our approach and textbook are Common Core Compliant. We encourage inquiry and understanding as well as supporting the development of skill mastery. Classes meet five days per week for 45 minutes.


**JUNIOR SCHOOL – PHYSICAL EDUCATION**

The physical education program is an integral part of the educational process of all students. In our highly technological society in which automation, stress and inactivity are present, the need for physical activity is paramount in maintaining a healthy body. Our physical education program provides our students with the opportunity to enhance physical wellbeing and to acquire skills, knowledge and attitudes that can be utilized throughout life.

The physical education program at the Junior School is a spiraling program involving four major components: motor skills development, physical and aerobic fitness, cognitive skills development and affective skills.

Children are allowed to progress on individual goals and are also involved in long-term group goals on a bi-weekly schedule of 45 minute periods. Fitness and skills testing is minimal and subjective in nature until end-of-the-year standardized national testing, which has been a year-long targeted goal. Student evaluation is based on effort and behavior.

The Junior School physical education program goals are:
- to allow children to become active within a vigorous exercise program stressing cardiovascular fitness, flexibility and major muscle group strengthening through low-level exercise;
- to expose children to a variety of athletic skills and introduce games in which those skills may be demonstrated;
- to allow athletic self-expression and movement discovery through open-ended programs of educational gymnastics and creative dance;
- to develop positive attitudes towards others, stressing sportsmanship and “teamsmanship,” as well as instilling confidence and pride in one’s self.

Grade-level activities are as follows:

**Grade 3**
- Movement experiences
- Body management
- Manipulative basic skills
- Introduction of sports skills and activities
- Precise fitness program
- Fitness testing

**Grade 4**
- Specialized sport skills
- Lead-up sports games and activities
- Precise fitness program
- Fitness testing

**Grade 5**
- Specialized sport skills
- Introduction to competitive games
- Precise fitness program
- Fitness testing

**JUNIOR SCHOOL – SCIENCE**

The Junior School science program is based on a spirally developed curriculum that incorporates topical or thematic units from life, physical and earth science. Process skills are emphasized along with knowledge as students are engaged in hands-on, minds-on activities. The scientific method is modeled in the designing of experiments, as well as analyzing and integrating scientific concepts with students’ prior knowledge. A strong love for science is nurtured.

Special programs, visiting scientists, videos, and models enhance the students’ experiences, as do field trips to nature centers, science museums, and mini-field trips in our own school grounds. The fourth graders spend three days and two nights at Science Camp, immersed in environmental education. Fifth graders attend week long Space Camp, in Huntsville, Alabama, learning about space and technology.

Science classes meet on a regular basis. Students in Grades 3 and 4 meet with a science instructor twice a week, each for forty-five minutes; Grade 5 students meet...
for three forty-five minute classes. The children work in cooperative learning groups and as individuals to observe, describe, measure, predict, estimate, test and record. The foundation for a good scientific attitude is stressed. Units of study include:

Grade 3
- Plant and animal classification
- Energy: light and sound
- Earth, Sun and Moon


Grade 4
- Weather and climate
- Ecosystems
- Energy


Grade 5
- Rocks and changes in the Earth’s structure
- Human body: cells to systems
- Flight and living in space


JUNIOR SCHOOL – SOCIAL STUDIES

Grade 3
The third grade curriculum explores the building of communities, both past and present, how communities bring people together and how the geography, climate, resources, and government affect a community. Time spent on social studies weekly is two to three 45 minute sessions. While working closely with the reading curriculum, children are introduced to landforms and discover who and what makes up America. Our heritage, or who we have been, is celebrated with “Coming to America” student recitations. At the end of the year, leadership skills are sharpened as students work creatively as a team, making and selling a product.

Text: Our Communities, Harcourt Brace & Co., 2010; supplemented with a variety of trade books.

Grade 4
In fourth grade, students look at the world through the lens of our home state of Michigan: geography, government, history, economics, and culture. Michigan’s geography is the study of basic map skills and landforms of our state. Fourth grade then looks at government, reviewing its levels -- national, state and local, and their organization, which are integrated with both reading and language arts activities. Trips to the District Court and the State Capitol allow students to experience government in action. From there, our fourth graders are introduced and taken through an in-depth look at the history of Michigan. We include first inhabitants who crossed from Asia, the Native American tribes of our state, the French explorers and voyageurs, the pioneers and finally the entrepreneurs of the Progressive Era.

Inter-disciplinary learning in art, French and science broaden the educational experience and understanding of Michigan’s history. The study of our state’s economics and its variety of industries and lifestyles round-out the year. The month of May brings Michigan Week and celebrating what we have learned throughout the year in a variety of presentations, most significantly “Marvelous Michigan,” an entertaining, informative and multi-disciplinary musical which is presented on stage at the school’s Performing Arts Center.

Text: Michigan, McGraw-Hill, 2007; supplemented with a variety of trade books

Grade 5
At the fifth grade level, this course serves as a study in early American history, from the Age of Exploration through the American Revolution. History lessons attempt to link past and present in ways that make sense for all students. DVDs and interactive whiteboard activities enrich the curriculum. Through Scholastic News, the children become familiar with current events. An effort is made to integrate history into other subjects. Each year, fifth grade students present “American Beginnings,” by researching and becoming a “character” of America’s past.


JUNIOR SCHOOL – WORLD LANGUAGES

World language study has always been an important part of the academic curriculum from Pre-Kindergarten through Grade 12. In the elementary grades, children study French. They may continue with French throughout their secondary years, or may change to another language as early as Grade 6. Junior School students meet twice a week for 45 minutes. World language study has always been an important part of the academic curriculum from Pre-Kindergarten through Grade 12. In the elementary grades, children study French. They may continue with French throughout their secondary years, or may change to another language as early as Grade 6. Junior School students meet twice a week for 45 minutes. World language study offers many benefits. From deeper understanding of one’s own native language to broader global awareness to future career opportunities, the skills and discipline obtained in the world language classroom transfer to other subjects and increase the rate of success in those areas.

In the Junior School, the French language is taught using a natural approach centered on visuals, games, songs, stories, props, listening and video comprehension activities, peer interactions, role-play and other hands-on approaches to increase the comprehension of both the spoken and written parts of the language. The class is designed to stimulate and enhance listening, written, spoken and cultural aspects of the French language.

Students recognize written words from their oral vocabulary. This starts them off on the path to reading in French. Written activities offer practice in answering questions, organizing words into meaningful sentences,
and drawing to show comprehension. Cultural studies foster an understanding of people of the world and develop positive attitudes toward linguistic and lifestyle differences. Culture and history lessons help students increase their sensitivity to and understanding of customs and traditions of others, and this in turn helps students develop a global perspective. A highlight of the year is the celebration of French Week. Students wear berets, eat French food and enjoy varied special activities. Students in grades 3, 4 and 5 also receive a CD and workbook to concentrate on both their speaking and written skills at home. French PM is also offered after school as a tutorial for students up to two times a week.

The Junior School French program is dynamic, varied in activities and allows students to become more aware of world cultures and world languages.

**CO-CURRICULAR INFORMATION**

**JUNIOR SCHOOL – LEARNING SUPPORT AND TUTORIALS**

Junior School teachers tutor as needed during recess, before school and after school, or students can sign up for, or may be required to attend, the tutorial sessions provided in the after school PM Program.

**JUNIOR SCHOOL – LIBRARY SERVICES**

**Our Values**

We believe
... that intellectual freedom is a fundamental right for all;
... that literacy is an essential skill across all platforms and disciplines;
... that reading for personal information and enjoyment leads to lifelong learning;
... that respect for intellectual and creative property is everyone’s responsibility.

**Our Mission**

Teach, Inspire, Explore

A certified school librarian who meets with each class once a week for 45 minutes staffs the library. The focus of each class is to learn information literacy and research skills, to develop and nurture a passion for reading and literature, and to have an opportunity to check out any desired materials. The children are taught and encouraged to use the library’s computerized self-check-out system and online catalog. Using school-provided laptops, students also learn to use online databases in order to do research for classroom projects during library visits.

The library’s collection of nearly 10,000 print and digital materials includes fiction and non-fiction to accommodate readers of varying levels. The Junior School Library also offers a professional collection of books and materials for faculty and parents to check out at any time during the school year.

The library is open to students and faculty during school hours as well as before and after the official school day.

**JUNIOR SCHOOL – AFTER SCHOOL PROGRAMS**

The Junior School offers the following after school programs:

- Sundowners Program
- Junior Jackets Sports Program
- PM Program – (Grades 1 - 5)

PMs are optional after school activities offered for Grades 1 - 5, to meet the growing interests of children beyond the normal academic day. There are three nine-week sessions which meet during the fall, winter, and spring, Tuesday through Friday, from 3 - 4:00 p.m. Registration slips are sent home one week before the start of each session, and are honored on a first-come, first-served basis and space availability. Certain activities, such as art, may be limited to participation in one session only.

An Early Risers before school program is also offered at the Junior School. Please refer to the website (www.dcds.edu) for detailed information.
INTRODUCTION

The Middle School academic program recognizes the unique needs of the age group while preparing students for the Upper School curriculum. The first academic priority is the development of thinking and writing skills. Study skills such as organization, methods of study, cooperative review, note taking, time management and techniques of memorization are emphasized. These skills are applied to the basics of computer science, English, languages, history, mathematics, performing arts, visual arts and science.

Advanced level courses are designed to meet the needs of talented students so that they are appropriately challenged in courses in art, chemistry, English, languages and mathematics. These courses represent the foundation of the International Baccalaureate diploma program and the Advanced Placement program of the Upper School. Sophomore standing in college may be available to students who successfully pass the required number of IB and AP examinations as high school juniors and seniors.

The Middle School offers a number of coordinated and interdisciplinary activities that contribute importantly to a liberal arts education, such as extended field trips to our nation’s capital that may include Mt. Vernon, Gettysburg or Williamsburg, a science trip to Florida, and inter-departmental units featuring such things as a day in the life of a Civil War soldier. Faculty also conduct local field trips to community resources that relate to the curriculum, such as those to drama productions at the Meadow Brook and Hilberry Theatres. Students are prepared for, and encouraged to, participate in area and state-wide mathematics and computer contests, science fairs in the metropolitan area, area and state-wide language festivals, regional and state instrumental and vocal festivals, area-wide fine arts juried exhibitions, area-wide writing contests, the State Forensics Tournaments, and spelling bees at the local, state and national levels. By participating in academic experiences beyond the classroom, students learn to think in several spheres of knowledge and to apply a discriminating intellect to the world beyond the classroom.

The educational process demands meaningful homework assignments that extend and enhance the classroom experience. Each teacher’s lesson plans or assignments are available to students and parents as part of a planned approach toward teaching and learning. Teachers regularly update their plans and report grades via the available on-line system to maximize communication with students and parents. Teachers must display sound pedagogical practices and thorough, daily classroom preparation. Professional development is a priority at Detroit Country Day School. Teachers are encouraged to attend conferences, to visit other classrooms and schools, and take advanced course work in their field. A high level of professionalism marks a Detroit Country Day Middle School teacher.

For students, it is axiomatic that evaluation is an integral part of the instructional process. Examinations require the student to develop a course perspective and to reflect on acquired knowledge. Middle School students are frequently evaluated through a variety of methods to honor different learning styles and to review specific course content while developing thinking, application and writing skills. Students also undertake comprehensive final examinations that promote good study skills, content analysis, retention of material and the psychological/cognitive development required for the comprehensive examinations they will encounter in upper secondary education.

MIDDLE SCHOOL – MUSIC

Detroit Country Day School recognizes the important role musical instruction can play in a child’s life and commits itself to numerous opportunities or student participation. Colleges view participation in the arts and performing arts as a valuable experience that broadens students’ understanding and appreciation of

Our primary goal is to provide excellent musical experiences through performance in instrumental music (band and orchestra) and choral music. Through its multi-level structure, the instrumental program offers the beginning student the opportunity to perform, while giving the advanced players the proper environment in which to further develop their skills and express their musicality. The choral program is open to every student who wishes to participate. Each ensemble offers a unique experience for students.

All Middle School performance groups perform two concerts each year in the Seligman Performing Arts Center. We also participate in the Michigan School Band and Orchestra Association (MSBOA) and the Michigan School Vocal Music Association’s district and state festivals with a reputation of excellence throughout the area. In addition to the MSBOA festivals, students are selected by blind audition to participate in the MSBOA All-State Ensembles and perform as a part of the Michigan Music Conference in Grand Rapids, MI. Select Upper School musicians are also selected from their proficiency result to participate in Michigan Youth Arts Festival at Western Michigan University.

Band Explorations and Instrument Selection – All Grades

MBD0BT

Prerequisite: none
This class is for the absolute beginner. It is a performance group which is open to all students who wish to study a woodwind, brass or percussion instrument. The fundamentals of reading music are stressed as well as the proper use and care of their prospective instrument as well as establishing a practice
regimen. Participants may perform in concerts. This class is graded.

Placement of students into Symphony Band or Wind Ensemble is determined by teacher recommendation and/or audition by the Middle School Band Director.

**Symphony Band – All Grades**
**MBD0IT**
Prerequisite: Placement by Audition
This performance group is open to all students who have mastered the skills covered in the Band Explorations class. Emphasis is placed on the mastery of daily assignments that develop technical skills, note-reading, tone quality, proper position and basic knowledge of music theory and maintaining a consistent practice regimen. The group performs two major concerts each year and participates in school events. This class is graded.

**Wind Ensemble – All Grades**
**MBD0AT**
Prerequisite: Placement by Audition
This performance group is open to all students who have mastered the skills covered in Band Explorations and Symphony Band. Each group is exposed to music literature from various periods of music history, as well as the study of basic theory. Individual students participate in the Michigan School Band and Orchestra Association Solo and Ensemble Festival. The Band and Orchestra as performance groups participate in the MSBOA District and State Festivals. The group prepares two major concerts each year and performs for school events and various off-campus functions. This class is graded.

**Grade 6 - Treble Choir**
**MCR6RT**
Prerequisite - none
This choir is an opportunity for any Grade 6 student to explore vocal music in a classroom setting. Many different types of music are performed throughout the school year, covering a wide variety of styles and time periods. The basic fundamentals of vocal technique are introduced, such as proper position, posture and vowel production. Also, elementary aspects of music theory are introduced, such as basic notation, key signatures, rhythm and solfege. The Treble Choir participates in all Middle School choral concerts, as well as District Choral Festival in March. The grade in this class is not averaged into the GPA but may still affect honor roll status.

**Grades 7 and 8 - Men’s Choir**
**MBC0RT**
Prerequisite – none
This class meets the unique needs of the young male voice by offering a special opportunity for boys going through the difficult and sometimes awkward process of the voice change. Since the class is all boys, it is geared toward the specific needs of this type of voice. It offers a safe and nurturing environment for young men to discover the beauty of music. Beginning and intermediate music theory is also covered, as well as proper vocal technique. The choir performs in all Middle School choral concerts in addition to participating in both District and State Choral Festivals. A wide variety of carefully selected repertoire is performed, adding to the exciting experience of singing with such a group. The grade in this class is not averaged into the GPA but may still affect honor roll status.

**Grades 7 and 8 - Women’s Choir**
**MGC0RT**
Prerequisite – none
The needs of the young female voice are uniquely different from the young male voice. The voice change for girls is not as drastic as for the boys, but it does offer very unique challenges and frustrations to young singers. Since this class is all girls, it is geared toward the specific needs of this type of voice. It offers a safe and nurturing environment for girls to discover the beauty of music and offers an opportunity for self-expression. Beginning and intermediate music theory is also covered, as well as proper vocal technique. The choir performs in all Middle School choral concerts in addition to participating in both District and State Choral Festivals. A wide variety of carefully selected repertoire is performed, adding to the exciting experience of singing with such a group. The grade in this class is not averaged into the GPA but may still affect honor roll status.

**Strings Exploration – All Grades**
**MOR0BT**
Prerequisite: None
Strings Exploration class is offered for those students in Grades 6, 7 and 8 who have not studied a string instrument, who have had minimal training on their instrument, or students who need review of the basic foundations of string playing. The students have a choice of studying the violin, viola, cello or double bass. Emphasis is placed upon basic techniques such as instrument hold, left hand position, bow hold, tone production and note-reading. Each student is responsible for renting an instrument from an area string shop for home practice. Cello and Double bass students are required to rent an instrument for home practice, but would have the opportunity to use a school instrument during the school day to avoid transporting such a large instrument to and from school. The Strings Exploration class performs two major concerts per year and participates in school events. Placement into this class will be determined by the Middle School Strings Director. The grade in this class is not averaged into the GPA but may still affect honor roll status.

**String Orchestra – All Grades**
**MOR0IT**
Prerequisite: Placement by Audition
The String Orchestra is open to all students in Grades 6, 7 and 8 who have mastered the basic foundation of string playing as taught in Strings Exploration. Emphasis is placed on the mastery of daily assignments that develop technical skills, note-reading, tone quality, posture and
basic knowledge of theory. The String Orchestra performs in two major concerts each year and participates in school events. All students enrolled in this class are eligible to receive honor roll credit. The grade in this class is not averaged into the GPA but may still affect honor roll status.

**Grades 7 and 8 - Chamber Ensemble MOR0AT**
Prerequisite: Placement by Audition
The Chamber Ensemble is open to select students in Grades 7 and 8 who have reached an advanced level of proficiency on their respective instruments. These students are exposed to music literature from various periods of music history, as well as the study of basic theory. Students enrolled in this class will have the opportunity to participate in the Michigan School Band and Orchestra Association Solo and Ensemble Festival. This group also participates in the MSBOA District and State Orchestra Festivals. The Ensemble also prepares two major concerts each year and performs for school events and various off-campus functions. The grade in this class is not averaged into the GPA but may still affect honor roll status.

**Grade 6 - Music Appreciation Rotator MMU6DT**
(rotates with Art - MAR6DT)
The wonders of music are limitless and can be appreciated on many levels. As part of the Grade 6 Music & Art Rotator, students in Music Appreciation will study music from our own culture as well as others from around the world. During this journey, students will study a variety of genres including classical, jazz and popular. Samples of class units include: Why Music Exists, What Makes Music Enjoyable, How Music Communicates and How Music Improves Your Life. Students have the opportunity for classroom music-making, utilizing percussion instruments. Rhythm matching, expression and improvisation are skills developed in these hands-on practices.

Students are required to keep a Music Appreciation journal which is used for class work and home assignments. Music Appreciation in Grade 6 is a non-academically graded class. Personal deportment and participation are evaluated, while academic work is marked as Acceptable, Unacceptable or Incomplete.

**Grade 8 - Music Appreciation Rotator MMU8Z**
(rotates with Art – MAR8Z & Introduction to Speech – MDR8Z)
The wonders of music are limitless and can be appreciated on many levels. As part of the Grade 8 Physical Education, Speech and Music Rotator, students in Music Appreciation will study advanced music from our own culture as well as others from around the world. During this journey, students will study a variety of genres including classical, jazz and popular.

Samples of units students will study include: How Music Expresses, Developed Listening Skills, Our Lives and Music, Programmatic, and Minimalist Music. Students have the opportunity for basic music composition and in-class performance.

Students are required to keep a Music Appreciation journal which is used for class work and home assignments. Music Appreciation-Grade 8 is an academically graded class. Personal deportment and participation are evaluated and directly influence the students’ overall class experience.

**MIDDLE SCHOOL – THEATRE, DANCE, AND COMMUNICATION ARTS**
The Theatre, Dance & Communication Arts Department offers students the opportunity to explore their creativity in a nurturing and supportive setting. Middle School speech and drama develops performers by strengthening physical, vocal, imaginative and collaborative expression. Students grow in their stage presence, team work, oral communication, and narrative expression. Each course engages students in technique exploration, practical performance opportunities and a research component reflective of our global cultural community.

**Grade 6 Dance Rotator MDA6DT11, MDA6DT12**
(Rotates with Art - MAR6DT)
(PE credit granted)
(see also PHYSICAL EDUCATION)
This middle school rotator is a fun, collaborative and exploratory class that allows dancers of all levels to enjoy a creative and holistic approach to dance in a non-intimidating setting. The class covers three main topics: 1) creating and exploring improvisation and creative movement; 2) basic technical skill development in contemporary dance forms; 3) learning and executing choreography to perform at our spring dance showcase. Our goal is to provide both a physical and artistic outlet while encouraging healthy self-esteem. All levels of experience are welcome to join!

**Grade 7 Dance Rotator MDA7Z11, MDA7Z12, MDA7Z13**
(Rotates with Expository Writing – MEX7DT)
(PE credit granted)
(see also PHYSICAL EDUCATION)
This middle school rotator is a fun, collaborative and exploratory class that allows dancers of all levels to enjoy a creative and holistic approach to dance in a non-intimidating setting. The class covers three main topics: 1) creating and exploring improvisation and creative movement; 2) basic technical skill development in contemporary dance forms; 3) learning and executing choreography to perform at our spring dance showcase. Our goal is to provide both a physical and artistic outlet while encouraging healthy self-esteem. All levels of experience are welcome to join!
Grade 8 Dance Rotator
MDA8DT1, MDA8DT2
(Rotates with STEM – MST8DT1)
(PE credit granted)
(see also PHYSICAL EDUCATION)
This middle school rotator is a fun, collaborative and exploratory class that allows dancers of all levels to enjoy a creative and holistic approach to dance in a non-intimidating setting. The class covers three main topics: 1) creating and exploring improvisation and creative movement; 2) basic technical skill development in contemporary dance forms; 3) learning and executing choreography to perform at our spring dance showcase. Our goal is to provide both a physical and artistic outlet while encouraging healthy self-esteem. All levels of experience are welcome to join!

Grade 6, 7 and 8 Dance
MDAORT
(PE credit granted)
(see also PHYSICAL EDUCATION)
Prerequisite: Audition or recommendation by dance teacher.
The year-long ensemble is open to dancers in grades 6-8 that have a talent and desire to build upon their dance technique as well as explore improvisational movement, choreography and the mind/body benefits that dancing has to offer. Dancers will gain an appreciation for multiple styles of dance through weekly technique classes and by working with guest artists and choreographers. In our class, teamwork and personal accomplishments are celebrated in a non-intimidating atmosphere. Friends and family have an opportunity to see these young dancers shine at our annual spring dance showcase.

Grade 6 Speech and Drama Rotator
MSW6DT
(Rotates with Writing Workshop – MWW6DT)
Meets 2-3 times per week for approximately 6 weeks, 3 times per year (two or three 70 minute classes per week). The Grade 6 Speech and Drama Rotator guides 6th grade students in an exploration of playful performance, theatre, and public speaking. Through this work, students will develop communicative, creative, interpretive, and interpersonal skills consistent with the Portrait of a Country Day Student. This course is divided into three parts. The first section will be devoted to short, skill-building projects designed to introduce students to the performer’s tools (body, voice, imagination, and ensemble). During the second rotation we will work on public speaking and oral interpretation projects, with a focus on developing content, clarity, and style in impromptu speaking. Finally, in Goal III, students are introduced to theatre production and performance with small stagecraft projects and acting scenes.

Grade 7 Speech and Drama Rotator
MXS7DT
(Rotates with Expository Writing – MEX7DT)
Meets 2-3 times per week for approximately 6 weeks, 3 times per year (two or three 70 minute classes per week). The Grade 7 Speech and Drama Rotator guides 7th grade students in creating meaning through performance, theatre, and public speaking. Through this work, students will develop communicative, creative, interpretive, and interpersonal skills consistent with the Portrait of a Country Day Student. This course is divided into three parts. The first section is devoted to short, skill-building projects designed to introduce students to the performer’s tools (body, voice, imagination, and ensemble). During the second rotation we will work on public speaking and oral interpretation projects, with a focus on developing content, clarity, and style in impromptu speaking. Finally, in Goal III, students are introduced to theatre production and performance with small stagecraft projects and acting scenes.

Grade 8 Speech and Drama Rotator
MSF8DT
(Rotates with STEM – MST8DT1)
Meets 2-3 times per week for approximately 6 weeks, 3 times per year (two or three 70 minute classes per week). The Grade 8 Speech and Drama Rotator guides 8th grade students in an exploration of story-driven performance, theatre, and public speaking. Through this work, students will develop communicative, creative, interpretive, and interpersonal skills consistent with the Portrait of a Country Day Student. This course rotates with the STEM class, and is divided into three parts. The first section will be devoted to short, skill-building projects designed to introduce students to the performer’s tools (body, voice, imagination, and ensemble). During the second rotation we will learn about competitive forensics (speech and debate) and work on our own public speaking projects. Finally, in Goal III, students will be studying theatre production and performance with small stagecraft projects and acting scenes, as well as a unit examining a single theatrical text in an historical and social context.

Grade 8 Speech and Drama
MDR8RT
Prerequisite: Average grade of 90 or above in any Speech and Drama Rotator, or placement by audition.
The Advanced Speech and Drama elective course is designed to guide experienced 8th grade students in exploring the power of narrative as they participate in public speaking, oral interpretation, and theatre projects. Through this work, students will develop communicative, creative, interpretive, and interpersonal skills consistent with the Portrait of a Country Day Student. The first half of the year will be devoted to short, skill-building projects designed to introduce students to the performer’s tools (body, voice, imagination), public speaking, oral interpretation, and ensemble performance. Students also compete in the MIFA Fall State Forensics Tournament. In the second half of the year, students will participate in in-depth studies of performance texts, stagecraft and design projects, and a collaborative playwriting.
production project culminating in a performance at the Lower School.

Texts: There is no textbook for MDR8RT

**MIDDLE SCHOOL – VISUAL ARTS**

The Middle School visual arts department offers visual arts instruction for all students in Grades 6, 7 and 8. Block scheduling allows for classes to meet two or three times a week for 70 minute classes. On “All Block” days, the classes meet for 35 minutes. In 6th, 7th and 8th grade there is a rotating art class that is offered. Each of these classes meet for six weeks in art and six weeks in writing workshop, expository writing, and STEM respectively. This allows for a total of around 18 weeks of study in art. In Grade 7 and 8, there is the option of taking a year-long art class. This is a sequential program with a gradually expanding knowledge base and skill development is presented. Classes are enriched with the textbook, *Exploring Art*, art reproductions, presentations, *Scholastic Art* magazine, visuals and visiting artists, both locally and nationally known. Classes address the National Standards for the Visual Arts as established by the National Art Education Association and the Michigan Art Education Association. Each year of study includes four major components:

- Aesthetic perception
- Creative expression and production
- Art history
- Critical analysis

While skill achievement and historic appreciation are stressed, emphasis on the fun and enjoyment of learning is an important element of Middle School art education.

The art classroom fosters an instructional climate where students can express artistic talent, develop creative thinking and find multiple solutions to art problems. Students are encouraged to ask questions and form connections about art and how it relates to cultures, research, communication and the development of ideas. We believe that a quality visual arts program allows for discovery and creative problem solving and cultivates learners who are able to make positive contributions to society.

Through varied studio experiences and the assimilation of information, the students learn to recognize and understand the artistic achievements and expectations of various societies. The students gain the ability to produce, read and interpret visual symbols, and learn to evaluate their own productions as well. By developing a rich background in the visual arts, the students gain an awareness and sensitivity to the man-made and natural environments and develop the skills to become visually literate.

**Grade 6 Art Rotator**

**MAW6DT**

(rotates with MMU6DT writing workshop)

Meets: 2 or 3 days a week for six weeks – three times per year (two or three 70 minute classes per week).

The Grade 6 course has numerous short activities that build on the techniques and materials presented in the Junior School. Students utilize the information covered in the first five chapters of the classroom textbook, *Exploring Art*. Projects present the study of the elements of art through mediums such as painting, drawing, color mixing, clay, plaster sculpture, computers and collage. Materials and techniques in a wide variety are used.

Students are introduced to pre-planning their work. Craftsmanship and creativity are stressed. Through participation in oral critiques of historical and contemporary artworks, students learn to apply the evaluation process to their own productions. Sketches are required when planning projects.


Supplementary Resource Materials: *Scholastic Art*, published in cooperation with the National Gallery of Art; fine art prints, videos and presentations.

**Grade 7 Art Rotator**

**MXA7DT**

(rotates with Expository Writing)

Meets: 2 or 3 days a week for six weeks – three times per year (two or three 70 minute classes per week). This course stresses the fundamentals of drawing, painting, ceramics, printmaking, computer art, and design principles. Students utilize the information covered in chapters six through ten of the classroom textbook, *Exploring Art*. The idea that art skills can be learned is presented. Art history and appreciation augment the studio work with audio-visual programs, textbooks and magazines. Inventiveness, creativity, risk-taking ability and follow-through are assessed. Oral and written critiques are experienced to help the students review and evaluate their own work. Sketches are required during the planning process.


Supplementary Resource Materials: *Scholastic Art*, published in cooperation with the National Gallery of Art; fine art prints, videos and presentations.

**Grade 8 Art Rotator**

**MSA8DT**

(rotates with STEM)

Meets: 2 or 3 days a week for six weeks – three times per year (two or three 70 minute classes per week).

In the Grade 8 Art Rotator class, students create around four major projects. The class will involve a variety of mediums as well as a focus on contemporary artists and art history. At the start of the course, students will continue to review and build upon previous knowledge of two-dimensional techniques such as shading using materials such as pencil, colored pencil and/or...
watercolor. There will also be an opportunity for students to work on three-dimensional art by creating a piece of artwork using materials such as clay, metal or papier-mâché. Students will also learn about a variety of artists through class discussions and presentations. All projects will be on display at “Celebrate the Arts” and may be picked up after the show. This course is available to any student willing and open to exploring his/her creativity. It is a stress-free course designed to be enjoyed by all students, no matter their artistic ability!

**Grade 7 & 8 Year-Long Art**
**MARC0RT**
Meets: 2 to 3 days a week (70 minute classes). This year-long studio course meets the needs of individuals who exhibit special talent and the desire to explore the disciplines of art through in-depth two- and three-dimensional design assignments that go beyond the survey course offered as a rotator. Students interested in year-long art are encouraged to have prior knowledge and experience using various art mediums and techniques. While there is a focus on building skills, this class also gives students choice-based art education by offering students real choices for responding to their own ideas and interests through art making. This choice-based art education supports multiple modes of learning and assessment for the diverse needs of students. In an effort to help students further explore their own ideas and interests a visual journal/sketchbook is maintained and shared at the end of each Goal. Personal commitment to excellence and focus are required.


Supplementary Resource Materials: *Scholastic Art*, published in cooperation with the National Gallery of Art; fine art prints, videos and presentations.

**MIDDLE SCHOOL – COMPUTER SCIENCE**

Beginning in Grade 6, all students will bring a laptop or similar device with them to school each day. The Middle School curriculum for computer science is built around the integration of computer use with classroom content, and skills are taught by classroom teachers, the computer specialist, and the librarian. Students develop skills in problem solving, information management, data analysis, research, art & design, desktop publishing and communication. With wired and wireless access provided throughout the campus, students may learn anytime, anywhere.

**Grade 6 Study Skills/Laptop Explorations & Real Life**
**MSL6RT**
In this course, students focus on organization, reading skills, information literacy, computer skills and general study skills. The lessons and resources are designed to give the students learning strategies that can directly relate to many of the lessons in other classes. Study skills include organization and time management, reading and listening skills, context clues, as well as strategies geared toward specific learning styles. The computer lessons teach the information needed to use Windows and operate the Office 2010 suite, including Word, Excel, Outlook and PowerPoint. Students also use the graphic organizer Inspiration as well as improve keyboarding skills using Type to Learn. Internet and email etiquette as well as library and online research skills are stressed. This course teaches the students to access our network resources, including software and printers. A daily planner is required.


**Grade 7 and 8 Computer Science/Laptop Explorations class**
**MCS07Z1, MCS08Z1**
This trimester course focuses on technology instruction for students who enter Detroit Country Day Middle School in the 7th or 8th grade. It is designed to teach the students all the aspects of technology that they need to know in order to work at par with peers who have already established basic skills. The class teaches the information needed to access our network resources – mainly logging on to the network, using the printers, running the operating system and operating the Microsoft™ Office 2010 suite (including Word, Excel, Outlook and PowerPoint). Internet and email etiquette as well as online research skills are stressed. Students also use the graphic organizer, Inspiration and improve keyboarding skills using Type to Learn.

**MIDDLE SCHOOL - ENGLISH**

“Language is the blood of the soul into which thoughts run and out of which they grow.”
~ Oliver Wendell Holmes

The command of language is basic to thinking and learning in all disciplines. Language enables us to form concepts, to organize thoughts, to communicate ideas, impressions, feelings, values and de-sires. Through language we share our experiences and share in the experiences of other people, past and present. Indeed, skillful use of language may be the single most important means of realizing the ultimate goal of education: the development of informed, thinking citizens able to communicate and function effectively.

The Detroit Country Day Middle School English program focuses primarily on the development of the language skills of reading, writing, speaking and listening. The program also seeks to foster the enjoyment of language, the appreciation of literature, the expression of creativity and the development of logical, critical thinking.

Middle school language arts teachers employ a variety of student-centered approaches to learning and seek to
create activities designed to further develop students’ abstract, logical and critical thinking skills:

- Directed independent reading projects
- Student-directed literature circles
- Emphasis on active reading, including directed reading activities, note-taking and reader response journals
- Use of reading blogs and Prezi to share thoughts about literature
- Use of Google Docs and wikis to facilitate the writing process, particularly reader response and revision
- Presentation of textual evidence in literature paragraphs and essays
- Combining research evidence and personal reflection to defend a thesis
- Film study

**Grade 6 English**

**MEN6RT**

Grade 6 English seeks to build upon the foundation in the basics of English established in the Junior School. The main focus of the course is the development of more thoughtful, in-depth reading, writing and thinking skills through the study of short stories, novels, and film. Teachers employ a wide variety of techniques to accomplish these objectives. Directed reading activities help with prediction skills, drawing conclusions and reading for meaning. Directed Independent Reading (DIR) encourages students to read literature they truly enjoy, fostering a lifetime reading habit. Dramatizations encourage students to visualize, and therefore, gain more meaning. Students also create multi-media presentations in response to their reading.

During the course of the year, students write poetry, essays and an extended creative short story, utilizing the writing process: prewriting, drafting, revising, editing and publishing. Students are encouraged to include descriptive language, add supportive details, and include writing tricks.

Vocabulary study stresses proper usage of words and the effective utilization of context clues both to convey and to interpret meaning. Grammar study emphasizes parts of speech, the complete sentence, capitalization and punctuation – elements necessary for the development of proofreading skills.


**Grade 6 Writing Workshop**

**MWW6DT**

6 weeks each goal; rotates with PE, Dance, Art, or Speech and Drama

In the Grade 6 Writing Workshop class, students begin to acquire the skills necessary to write thoughtfully developed, organized prose. At the beginning of the year, students concentrate on the development of their writing skills through personal expressive writing, specifically a memoir, focusing on the selection of concrete “showing” details and the use of specific language. From there students will be exposed to informational texts and will practice writing persuasive paragraphs equipped with a clear topic/claim, evidence, and reasoning to make an argument and prove a position. Finally, students will end the year with a research assignment that will require the application of information literacy skills to gain knowledge that will serve as content for their final composition. Throughout the year, students will apply “magic tricks” and grammatical concepts, including parts of speech and comma usage, during the revision stages of their writing as a way to practice skills learned in English 6 and to build proficiency.

**Grade 7 English**

**MEN7RT, MEN7AT**

(Regular or Advanced)

In Grade 7 English, students explore a wide range of literary genres, concentrating on the short story, novel and play. At the beginning of the year, students focus on the basic elements of the short story as well as various literary concepts. Students learn to recognize the structure of the story, to make inferences and to formulate simple statements of theme based on the resolution of conflict. In addition, students develop their independent reading skills, creating a multi-genre project presentation on one of their novels for Directed Independent Reading.

Analytic and expository writing assignments provide the main vehicle for the development of composition skills, although expressive writing is also explored. Writing instruction targets the development of tighter focus, more specific language and more sophisticated sentence structure.

Vocabulary study stresses proper usage of words in all their variant forms and the proper utilization of context clues to convey and to interpret meaning. Grammar instruction focuses on two fundamental areas: identification of parts of speech and parts of the sentence.

More extensive reading and more in-depth writing are required of students in the advanced class.


**Grade 7 Expository Writing**

**MWH7DT and MHW7DT**

(6 weeks each goal; rotates with History: World Religions)
In the Expository Writing class, Grade 7 students begin to acquire the skills necessary to write thoughtfully developed, organized essays. At the beginning of the year, students concentrate on the development of their writing skills through personal expressive writing, focusing on the selection of concrete “showing” details and the use of specific language. The students then learn to apply these writing skills to expository paragraphs, developing clear topic sentences and strong supporting details. Once they have acquired a measure of skill with well-focused paragraphs, students learn to adjust the content of individual paragraphs to achieve specific writing purposes: an introductory paragraph with a hook and a thesis statement, body paragraphs with clear topic sentences and relevant supporting details, and a conclusion with a strong clincher. As the year progresses, students learn to structure more complex assignments: a personal essay, a personal opinion editorial, and a film review of October Sky and a culminating research paper.

Grade 8 English

MEN8RT, MEN8AT

(Regular or Advanced)

The primary objective of the Grade 8 English program is to develop those reading, writing, speaking and thinking skills students need to succeed in the Upper School English program. Literature selections reflect age appropriate language, style, and conflicts, and literature study emphasizes in-depth interpretive and analytical reading. Students learn to analyze language, literary structure and point-of-view; make inferences and interpret meaning; and formulate statements of theme. Throughout their reading, students focus on essential questions including “What does it mean to be truly humane?” and “How does a writer use literary devices, like foreshadowing, irony, and symbolism, to enhance the overall theme?” Each goal, students practice their independent reading skills, and they share responses through writing and/or video.

Students continue to develop their creative writing skills through poetry and short story assignments. The primary focus, though, is on the further development of skills in analytical and persuasive writing. In particular, students learn to present textual evidence to support their thesis in essays and in a research paper.

Vocabulary study continues to stress the proper usage of words in their variant forms, not simply definitions and synonyms. Grammar study emphasizes an understanding of sentence structure and the development of editing skills that students can utilize in their writing. Using modeling and sentence combining techniques, students learn to create and punctuate a variety of sentence types.

Students in the advanced course undertake more challenging reading and do extensive, in-depth analytical writing.

Summer Reading Texts: Two (Regular) or Three (Advanced) of the following:

- Out of My Mind, Sharon Draper, 2010
- Stargirl, Jerry Spinelli, 2002
- Schooled, Gordon Korman, 2008
- Ungifted, Gordon Korman, 2014
- Running Dream, Wendelin Van Draanen, 2012
- Bluefish, Pat Schmatz, 2013
- Outsiders United (Young Readers Edition), Warren St. John, 2013
- I am Malala (Young Readers Edition), Malala Yousafzai, 2014
- Gracefully Grayson, Ami Polonsky, 2014
- Notes from the Midnight Driver, Jordan Sonnenblick, 2007
- Scared, Mark Shulman, 2012
- The Book Thief, Markus Zusak, 2007
- A Time to Dance, Padma Venkatraman, 2015
- Freak the Mighty, Rodrick Philbrick, 2001
- Of Mice and Men, John Steinbeck, 1993

Texts: (Regular) Snapshots, Perfection Learning, 2003
- The Giver, Lowry, 1993
- The Outsiders, Hinton, 1997
- Nothing But the Truth, Avi, 2001
- Words to Go! Book H, Gleiter, 2002

Texts: (Advanced) Unwind, Shusterman, 2007
- The Giver, Lowry, 1993
- Fahrenheit 451 Graphic Novel, Bradbury and Hamilton, 2009
- One of the following: Bomb, Sheinkin, 2012 or Hitler Youth, Bartoletti, 2005 or The Nazi Hunters, Bascomb 2013 or Unbroken (Young Adult Adaptation), Hillenbrand, 2014
- Lord of the Flies, Golding, 1982
- Wordbook 6, Bowker, 1987

Grade 8 Media Awareness Rotator

MME8Z

(rotates with MSE8Z – Service Learning, and MCA8Z – Real Life as part of the C.I.A. - Character In Action class.)

Media Awareness is a 12-week rotator course. In Media Awareness, students are challenged to think about the way the media and advertisers target them. In this project-based class, students study advertising techniques, media manipulation, as well as social media and digital footprints. The class culminates with students creating their own product, developing an advertising campaign for it, and then shooting a commercial for the product.


MIDDLE SCHOOL – HEALTH EDUCATION

The Middle School Real Life program introduces important health and developmental topics that will allow students to become better informed, helping them to make good choices and decisions which will have healthy, positive consequences. This curriculum emphasizes respect for self and others, becoming aware of health and wellness, and provides coping techniques to deal with all of the changes students go through in Middle School.

This program encourages ongoing communication between students and parents. In Grade 6 Real Life is a component of the Study Skills/Laptop Exploration class. In Grade 7 Real Life is presented as a rotator that meets during one goal in a student’s schedule. In Grade 8 Real Life content is presented as a rotator in the C.I.A. (Character In Action) class. Though the actual material may vary a bit from year to year, the topics remain much the same. Listed below are the various topics for the current school year.
We understand that the Middle School serves as an important transition between elementary school and high school. We strongly believe that through the implementation of these varied teaching strategies students will master the essential skills to be productive learners and develop an appreciation for history.

**Grade 6 World Geography**

**MHS6RT**

During the first part of the year, students focus on learning geographical terms and the utilization of many geographic tools. These basic skills are applied as the students explore the regions of the world. The World Geography course also includes the study of the world’s cultures. Their discoveries and knowledge of the world are displayed through a variety of assignments including the World Tour Project. Projects generally require outside research, mapping skills and written or oral presentations revolving around the five themes of geography. In addition to these skills, the course focuses on paragraph development, organization, study techniques, comprehension, critical thinking and analysis, while integrating technology.

The value of the course lies in its ability to create for students a fundamental background of continents and cultures that will enable them to better understand the historical perspectives in future courses.


**Grade 7 World History**

**MHS7RT**

This is a course designed to explore the history behind many of the world’s cultures. The course begins with the study of the ancient Greek and Roman civilizations. The second half of the year exposes students to the study of medieval Europe, the Renaissance, Reformation, Scientific Revolution and the Age of Exploration.

As the course is an exploration into the rise and fall of empires and what it takes to create and maintain a successful empire, the students are asked to construct their own pseudo empire that they build upon throughout the year. This year long project is always in the background of the course content being taught. Students add to their empire as they are exposed to the historical aspects and contributions being discussed in class. At the end of the year, students have a chance to “display” their empire and work to “win” the project by attracting refugees to their empire.

Throughout the study of world history, the students are also exposed to a variety of primary source documents in order to enrich each culture’s historical background. Study skills, concept mapping, note taking skills, internet exploration and research, organization, written reflection and cooperative interactions are the focus skill areas in Grade 7.
Special projects for the course include: the World Changer Project in which students research and present about an historical figure who has impacted the world, and the Time Traveler Project in which students take historical characters out of their time period and transfer them to a different historical era. All assignments are designed to build and strengthen research skills, technology skills, writing skills and oral expression.


**Grade 7 World Religions**

MHW7DT

(6 weeks each goal; rotates with English: Writing Development - MWH7DT)

In this course, students explore religious and cultural diversity through reading, films, internet activities, current events and guided class discussions. Religions to be explored will include: Judaism, Christianity, Islam, Hinduism, and Buddhism. Students will explore the basics of these religions through our five keys to religious understanding: people, beliefs, places, books, and code of conduct. Ultimately, the students will discover some of the similarities between religions and hopefully begin to develop an understanding and appreciation of the faith of others. The course also takes a serious look at elements of religious persecution with an emphasis on the Holocaust of World War II. The students will learn the meaning of genocide and begin to explore the dark times in our world’s history when they occurred. The importance of the topic lies in understanding and appreciating ethnic and religious differences, while exploring the impact of prejudice, indifference, and intolerance.

**Grade 8 History of the United States**

MHS8RT

The study of American history involves names and dates, discoveries and conflicts. Through the study of the facts, students will begin to see the relationships between individuals and groups that have shaped the history of the United States. It is important to present concepts that help students to understand the cause and effect of how historical circumstances have influenced the American experience.

This survey course will begin with the American Revolution, the Constitution and expansion of the United States. The second half of the year is dedicated to the conflicts of the Civil War, Westward Expansion, and Industrialization. Essay writing, analysis of historical events, note taking, memorization, test taking and utilizing collaborative computer programs from their Google Drive spaces are focus skill areas in Grade 8.

Special activities for this course include: participating in the America and Me Essay Contest; developing an essay and presentation with a topic that honors the promises of the constitution; Lewis and Clark interactive experience; and the interdisciplinary class trip to Boston. The history department views the trip as an extension of the classroom experience so students “feel” the history they are learning back in the classroom.


**Grade 8 Service Learning Rotator**

MSE8Z

(rotates with MCA8Z - Real Life, and MME8Z - Media Awareness as part of the C.I.A. - Character In Action - class.)

Service learning is a 12-week rotator. Its mission is to educate students about philanthropy, the nonprofit and volunteer sector, and the importance of giving time, talent, and treasure for the common good. Students in this class will impact literacy by participating in a project to create books for underprivileged students. In addition, students will be encouraged to investigate issues to develop a plan for their Upper School service work.

**MIDDLE SCHOOL - MATHEMATICS**

The Middle School Mathematics department offers a rich variety of courses to meet students’ individual needs. Emphasis is placed on applying computational skills to quantitative situations. Within each course, technology is utilized to enrich the curriculum. It is our aim to present concepts in a manner that engages students and enables them to think critically while developing mathematical understandings and connections. By encouraging our students to problem solve, inquire, and reason, our curriculum reflects the ideology of the Common Core.

Grade 6 students review and expand their computation skills and problem solving strategies. Their course is followed by a pre-algebra course in Grade 7. Depending on the student’s success and grasp of the pre-algebra topics, they will be recommended for Algebra I or Grade 8 Math. At each grade level, advanced courses are offered.

For students who complete the Middle School mathematics sequence early, Advanced Geometry and Advanced Algebra II are offered. Students may also be enrolled in higher level high school math courses as needed. The department provides numerous opportunities for students to compete in mathematics contests at the school, regional, state, national and international levels.

**Grade 6 Mathematics**

MMA6RT

The math program includes a gradual expansion of students’ knowledge of number systems. The course emphasizes mathematical structure, development of equations, solutions to equations, graphing, geometry, metric system, fractional numbers, decimal numbers, percents and integers. Estimation, problem solving, and the algebraic process are key components throughout the course.

Grade 6 Advanced Mathematics
MMA6AT
This demanding Grade 6 course is for the students who have not only excelled in mathematics but are able to think critically and apply the concepts to related topics. Students are presented new concepts in a more abstract manner requiring the use of the algebraic process to determine solutions. Core Grade 6 topics are integrated throughout the course. Enrollment is determined by recommendation based upon the departmental criteria.


Grade 7 Pre-Algebra
MMA7RT
This course emphasizes solving equations algebraically, thereby strengthening arithmetic skills and developing the necessary, traditional pre-algebra concepts. Work with positive and negative rational numbers, variables and exponents is stressed. Elementary geometry concepts are studied, emphasizing the metric system and the application of geometric formulas. Number theory, graphing and word problems are also studied. Spreadsheets and graphing data, utilizing computers, are coordinated with the science department.

Text: Pre-Algebra, Larson, 2012

Grade 7 Advanced Pre-Algebra
MMA7AT
In the advanced course, the approach is more abstract and theoretical than in the regular pre-algebra course. The same traditional pre-algebra topics are presented as in the Grade 7 Pre-Algebra course. In addition, more in-depth emphasis is placed on number theory, graphing equations, functions, strategies for solving word problems, exponents, real numbers, varied base numbers, geometry and elementary algebra. The algebraic method is used in equation solving throughout the year. Enrollment is determined by recommendation based upon the departmental criteria.

Text: Pre-Algebra, Larson, 2012

Grade 8 Mathematics
MMA8TT
This is a course for those students who will benefit from additional pre-algebra mathematics before taking Algebra I. Emphasis is placed on strengthening arithmetic skills, introducing geometric concepts and providing the student with a stronger understanding of the properties of the number system. Topics are taught so that their relationship with algebraic concepts is stressed. Special emphasis is placed on providing the students with opportunities to be successful in mathematics. Topics studied in depth include operations with integers and rational numbers, equations, problem solving, area and volume, and graphing. The goal of this course is to provide a smooth path from arithmetic to algebra and from the visual world and arithmetic to geometry.


Algebra I
MMA8AT
(Fulfills one high school credit)
This high school level course is designed for those students who have mastered the topics discussed in Pre-Algebra. Both the structure of algebra and the development of computational problem-solving skills are stressed. The course of study includes working with real numbers, equations and inequalities, systems of equations, coordinate geometry, quadratic equations, polynomials and rational equations. Throughout the course, topics are integrated and reviewed. Graphing calculators, supplied by the department, are used in relation to the course work.


Advanced Algebra I
MMA8AT
(Fulfills one high school credit)
In this advanced course, more in-depth work is assigned and more rigor required. The same topics covered in Grade 8 Algebra I are studied and integrated. Additional topics that are often just introduced in an Algebra I course and then expanded in the Upper School mathematics courses may also be studied. Such topics could include probability and statistics, sequences, permutations, combinations and others. Graphing calculators, supplied by the department, are used in relation to the course work. Enrollment is determined by recommendation based upon the departmental criteria.


Advanced Geometry
MMA8GT
(Fulfills one high school credit)
This advanced level course is for those Middle School students who have successfully completed the Advanced Algebra I course. The geometry concepts are introduced visually, analytically, inductively and deductively. The course integrates topics from both algebra and geometry. Emphasis is placed on the development of logical reasoning with the mathematical systems studied. The basic postulates and theorems of Euclidean geometry are developed and the concept of formal proof is studied in depth. In addition to the traditional topics of geometry, basic concepts of logic, set theory, groups and graph theory are studied.


Advanced Algebra II
MMA0AT
(Fulfills one high school credit)
This course is for those students who have successfully completed the Advanced Geometry course. It is a demanding second year algebra course with emphasis on preparing the student for the Advanced Placement program in mathematics and/or the International Baccalaureate syllabus. Course content includes properties of the real number system, solving equations and inequalities, solving systems of equations, relations and functions, quadratic relations and systems, graphing functions and relations, polynomials and polynomial functions, exponential and logarithmic equations, sequences and series, permutations, combinations and probability, analytic geometry, basic statistics, matrices, and the study of transformations.


**MIDDLE SCHOOL – PHYSICAL EDUCATION**

The mission, philosophy and purpose of the Detroit Country Day Middle School physical education program reflect the school’s motto – Mens Sana in Corpore Sano (a sound mind in a sound body). The Middle School physical education program strives to develop within each student an understanding of how to achieve and maintain a sound mind in a strong body. The Middle School physical education program also strives to challenge students to achieve their individual potential, while encouraging the attainment of lifetime skills and health and wellness values.

Desired goals of the middle school physical education program are:

- An appreciation of fitness as a lifetime pursuit
- The development of a diligent work ethic
- A commitment to team work
- The integrity to play by the rules and exhibit good sportsmanship
- The development of a positive self-image and a respect for others
- To build an understanding of personal responsibility for one’s fitness and health
- The ability to win graciously and lose with dignity
- To develop and maintain a tradition of excellence
- To maintain a safe athletic environment

The physical education and athletic departments present the “Corpore Sano: Elite Achiever” Award to Grade 6, 7 and 8 students who attain elite achievement in interscholastic athletics and physical education. To be eligible for the yearly award, students must meet the criteria set forth in the areas of:

- Athletic Sport Participation – Successful completion of more than the minimum interscholastic/on campus sport requirement for each grade level
- Individual Fitness Testing – An average of the 85th percentile in the Mile Run, Pacer, Shuttle Run, Pull-Ups, Push-Ups and Sit-Up tests based on gender and age
- Written Component – Short written narrative (100 words or more) describing how Middle School interscholastic sports and physical education have made an impact on their lives. Students are to focus their essay on at least one of the four tenets of the Middle School Honor Covenant

**Grade 6 Dance Rotator**

MDA6DT11, MDA6DT12
(Rotates with Art - MAR6DT)
(PE credit granted)
(see also THEATRE, DANCE, AND COMMUNICATION ARTS)
This middle school rotator is a fun, collaborative and exploratory class that allows dancers of all levels to enjoy a creative and holistic approach to dance in a non-intimidating setting. The class covers three main topics: 1) creating and exploring improvisation and creative movement; 2) basic technical skill development in contemporary dance forms; 3) learning and executing choreography to perform at our spring dance showcase. Our goal is to provide both a physical and artistic outlet while encouraging healthy self-esteem. All levels of experience are welcome to join!

**Grade 7 Dance Rotator**

MDA7Z11, MDA7Z12, MDA7Z13
(Rotates with Expository Writing – MEX7DT)
(PE credit granted)
(see also THEATRE, DANCE, AND COMMUNICATION ARTS)
This middle school rotator is a fun, collaborative and exploratory class that allows dancers of all levels to enjoy a creative and holistic approach to dance in a non-intimidating setting. The class covers three main topics: 1) creating and exploring improvisation and creative movement; 2) basic technical skill development in contemporary dance forms; 3) learning and executing choreography to perform at our spring dance showcase. Our goal is to provide both a physical and artistic outlet while encouraging healthy self-esteem. All levels of experience are welcome to join!

**Grade 8 Dance Rotator**

MDA8DT1, MDA8DT2
(Rotates with STEM – MST8DT1)
(PE credit granted)
(see also THEATRE, DANCE, AND COMMUNICATION ARTS)
This middle school rotator is a fun, collaborative and exploratory class that allows dancers of all levels to enjoy a creative and holistic approach to dance in a non-intimidating setting. The class covers three main topics: 1) creating and exploring improvisation and creative movement; 2) basic technical skill development in contemporary dance forms; 3) learning and executing choreography to perform at our spring dance showcase. Our goal is to provide both a physical and artistic outlet while encouraging healthy self-esteem. All levels of experience are welcome to join!
Grade 6 and 7 Dance

MDAORT1

(PE credit granted)
(see also THEATRE, DANCE, AND COMMUNICATION ARTS)
This year-long ensemble is open to dancers in grades 6-8 that have a talent and desire to build upon their dance technique as well as explore improvisational movement, choreography and the mind/body benefits that dancing has to offer. Dancers will gain an appreciation for multiple styles of dance through weekly technique classes and by working with guest artists and choreographers. In our class, teamwork and personal accomplishments are celebrated in a non-intimidating atmosphere. Friends and family have an opportunity to see these young dancers shine at our annual spring dance showcase.

Grade 8 Dance

MDA8RT1

(PE credit granted)
(see also THEATRE, DANCE, AND COMMUNICATION ARTS)
This year-long ensemble is open to dancers in grades 6-8 that have a talent and desire to build upon their dance technique as well as explore improvisational movement, choreography and the mind/body benefits that dancing has to offer. Dancers will gain an appreciation for multiple styles of dance through weekly technique classes and by working with guest artists and choreographers. In our class, teamwork and personal accomplishments are celebrated in a non-intimidating atmosphere. Friends and family have an opportunity to see these young dancers shine at our annual spring dance showcase.

Grade 6 PE

MPE6RT

Meets three days (189 minutes) per week for the entire year. The structured physical education curriculum includes an in-depth fitness evaluation of each student in the fall and retesting of each student in the spring of each school year. Students are evaluated on their health-related fitness levels in four test areas: cardiovascular endurance, muscle strength, agility and flexibility. The students complete a battery of tests that include: mile run, pacer test, shuttle run, sit-up, pull-ups, push-ups, and sit-and-reach flexibility tests.

A four week introduction to the Project Adventure ropes course climbing unit emphasizing trust building, problem solving, communication, teamwork and group cooperative initiative activities for Grade 6 students is well received. The Grade 6 climbing initiatives include the tension traverse, Prusik knot climb, horizontal wall climb, Tarzan swing, rope ladder, cargo net swing, climbing walls one and four, and mastering proper belaying techniques. Students are required to complete a written self-evaluation of their climbing achievements, industry, behavior and attitudes. They discuss their accomplishments, goals and objectives, and fitness scores with their parents at the mid-year “Student Led Conferences.”

Instructional units include flag football, field hockey, ultimate Frisbee, basketball, volleyball, team handball, floor hockey, track and field, softball and paddle tennis. Various competitive sport units incorporate a “Sport Education Model” which require students to participate as referees, statisticians, photographers and writers. Participation in this “Sport Education Model” encourages students to be successful, enthused and committed to doing better for themselves and their team. Scores, statistics, pictures and articles are posted on the physical education bulletin board. Units are grouped by skill and students are able to transfer the skills they are learning across the curriculum.

Students do not receive a mark in Grade 6 physical education but are evaluated on their health related fitness scores, sport skill achievements, climbing initiatives, behavior, attitude, industry, organizational skills and leadership ability.

Grade 6 PE Rotator

MPE6DT

(Rotates with Art - MAR6DT)
Meets 189 minutes per week for 16 weeks
Grade 6 music performance students who cannot experience the year round physical education class are encouraged to participate in this course.

The structured physical education curriculum includes an in-depth fitness evaluation of each student in the fall, communication of the student’s fitness profile with the student’s parents, recommended exercise programs and retesting of each student in the spring of each school year. Students are evaluated on their health-related fitness levels in four test areas: cardiovascular endurance, muscle strength, agility and flexibility. The students complete a battery of tests that include: mile run, pacer test, shuttle run, sit-up, pull-ups, push-ups, and sit-and-reach flexibility tests. A three week introduction to the Project Adventure ropes course climbing unit emphasizing trust building, problem solving, communication, teamwork and group cooperative initiative activities for Grade 6 students is well received. The Grade 6 climbing initiatives include the tension traverse, Prusik knot climb, horizontal wall climb, Tarzan swing, rope ladder, cargo net swing, climbing walls one and four, and mastering proper belaying techniques. Students are required to complete a written self-evaluation of their climbing achievements, industry, behavior and attitudes. They discuss their accomplishments, goals and objectives and fitness scores with their parents at the mid-year “Student Led Conferences.”

Instructional units include flag football, field hockey, ultimate Frisbee, basketball, volleyball, team handball, floor hockey, track and field, and paddle tennis. Units are grouped by skill and students are able to transfer the skills they are learning across the curriculum.
Students do not receive a mark in Grade 6 physical education but are evaluated on their health related fitness scores, sport skill achievements, climbing initiatives, behavior, attitude, industry, organizational skills and leadership ability.

**Grade 7 PE Rotator**

MPE7Z

(Rotates with Art - MAR7Z and Heroes & Villains – MHS7Z)

Meets 189 minutes per week

Grade 7 students are given an in-depth health-related fitness evaluation similar to the fall and spring evaluations they received in the Grade 6. Fitness testing results are reported to both the student and the parents and recommendations for continued good health are made.

Students are evaluated on their health-related fitness levels in four test areas: cardiovascular endurance, muscle strength, agility and flexibility. The students complete a battery of tests that include: mile run, pacer test, shuttle run, sit-up, pull-ups, push-ups, and sit-and-reach flexibility tests. Instructional units include badminton, ultimate Frisbee, and team handball.

The rotator curriculum is a continuation of the Project Adventure Ropes Course Climbing Curriculum. The Grade 7 initiatives are more advanced and conclude with climbing on the high elements. They include climbing walls two, three and five, the high wall, climbing into the eagles nest, completing a blindfold climb, a 360 degree spin to the cargo net and mastering self-belaying techniques. Students are required to complete a written self-evaluation of their climbing achievements, industry, behavior and attitudes. They discuss their accomplishments, goals and objectives and fitness scores with their parents at the mid-year “Student Led Conferences.”

Students do not receive a mark in Grade 7 physical education but are evaluated on their health related fitness scores, sport skill achievements, climbing initiatives, behavior, attitude, industry, organizational skills and leadership ability.

**Grade 8 PE**

MPE8RT

Meets three days (189 minutes) per week for the entire year

The structured curriculum includes an entire school year of continuous fitness activities for each student, communication of the student’s fitness profile with the student’s parents and recommended exercise prescriptions for each student. Principles of cardiovascular and strength training appropriate for Grade 8 students are taught. Directed daily exercise, strength training and cardiovascular programs are conducted utilizing free weights, cybex machines and a variety of cardiovascular machines in the Fitness Center.

Students are evaluated on their health-related fitness levels in four test areas: cardiovascular endurance, muscle strength, agility and flexibility. The students complete a battery of tests that include: mile run, pacer test, shuttle run, sit-up, pull-ups, push-ups, sit-and-reach test and flexibility tests.

The competitive sports education curriculum includes instructional units in various competitive games such as ultimate Frisbee, flag football, basketball, badminton, volleyball, softball, team handball, floor hockey and tennis.

The second goal curriculum includes a continuation of the Project Adventure Ropes Course Climbing Curriculum. The Grade 8 initiatives are more advanced and conclude with jumping from the high trapeze which hangs from the ceiling. Additional initiatives include climbing walls two, six and seven, the ceiling climb, various spins into the cargo net, a single and double rope climb, and the dangle do challenge. Students are required to complete a written self-evaluation of their climbing achievements, industry, behavior and attitudes. They discuss their accomplishments, goals and objectives and fitness scores with their parents at the mid-year “Student Led Conferences.” Sport units are grouped by skill and students transition from grip sports to invasion sports to a tactical as they transfer the skills they are learning across the curriculum.

Students do not receive a mark in Grade 8 physical education but are evaluated on their health related fitness scores, sport skill achievements, climbing initiatives, behavior, attitude, industry, organizational skills and leadership ability. Students may elect to receive athletic credit for successful participation in this class.

**MIDDLE SCHOOL - SCIENCE**

The intent of the Middle School science curriculum is to engage Middle School students and provide a meaningful context for their science education at both a personal and a global level. All classes are student-centered with an emphasis on hands-on, minds-on activities. Cooperative learning is used extensively in the classroom and students are challenged to think critically as well as creatively.

**Grade 6 Science**

MSC6RT

The year begins with a study of birds to promote citizen science. Through observation and investigation, students learn about bird physiology, habitat, behaviors, adaptations, and conservation using resources from the Cornell Lab of Ornithology. The DCDS natural areas will be utilized regularly as students identify and count birds. They will submit data to an online database, eBird, and share their information with research scientists.

Students will then begin using a project-based learning approach to study a variety of life science topics including simple organisms, plants, animals, ecology, and the interdependence of life. They will conclude with a study of watersheds and the Great Lakes, tying all of the concepts together. Skills threaded throughout the year
include: using evidence to make inferences, qualitative and quantitative observations, classification, data analysis, research, and argumentation.

In addition, Grade 6 students will participate in two place-based science experiences. In the fall, they will attend the Great Lakes Educational Program. Here they will study water aboard a research boat and ecology during a shoreside interpretive program. In the spring, they will participate in the Rouge River Education Project, taking samples of benthic macroinvertebrates and reporting the results to the Friends of the Rouge.

The curriculum emphasis will differ slightly during each unit and students will keep a notebook that will provide a foundation for their studies. The laptop will be used for various activities throughout the year.

**Grade 7 Science**

**MSC7RT**

The unifying theme for the Grade 7 curriculum is “Our Moving World.”

Students will explore the concepts related to forces, Newton’s Laws of Motion and pressure. Students will learn how forces, energy and work are involved in their daily lives. Each student will assemble a small pinewood car to be used in explorations throughout the year.

The 7th grade students will participate in the Rouge River Education Project in the spring. The laptop will be used for various activities throughout the year.

The curriculum emphasis will differ slightly during each unit and students will keep a notebook that will provide a foundation for their studies.

Text: *Motion and Forces*, McDougal Littell, 2007

**Grade 8 Science**

**MSC8RT**

The unifying theme for the Grade 8 science curriculum is “The World Around Us,” which deals with the movement of air, energy, pollutants, and electrons from one place to another.

Topics studied include climate change, water quality, density, weather and the atmosphere, static electricity, atoms and molecules, and groundwater pollution. As these topics are studied, current issues are discussed, with an emphasis on the student’s role in the world and an individual’s right to make choices that impact others. The laptop will be used for various activities throughout the year.

The curriculum emphasis will differ slightly during each unit and students will keep a notebook that will provide a foundation for their studies.

Text: *The Earth’s Atmosphere*, McDougal Littell, 2007

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**Grade 8 Chemistry**

**MSC8AT**

Prerequisite: Teacher recommendation

Recommended Grade 8 students may elect this option. Chemistry involves the study of the structure, properties and composition of substances, and the changes that substances undergo. This course specifically studies atomic structure, electronic structure, the periodic table, nomenclature, chemical equations, chemical composition, stoichiometry, gas laws, kinetic theory, and a brief introduction to biochemistry. Lab experiments complement the material and allow the student to collect and analyze data to reinforce the mathematical relationships that exist in chemistry. Emphasis is placed on experimentation, exploration, collaboration, and inquiry. Students are challenged to solve problems by designing experiments and synthesizing data. Chemistry students will participate in the Rouge River Education Project and are encouraged to take the You Be The Chemist Challenge.


**Grade 7 Introduction to STEM**

**MST7GT**

STEM stands for science, technology, engineering, and math. The objective of this course is to foster a learning environment in which students solve problems and create new designs using concepts and skills from math, science, and technology. Through authentic projects based on real-world endeavors and involving a range of engineering disciplines, students will learn problem-solving strategies, apply math and science knowledge, and grow in their capacity for creativity, fun, and hands-on learning. All seventh grade students will attend STEM for one goal, as a rotator combined with World Religions and Real Life.

Topics featured in Introduction to STEM include the engineering design process, practical applications of physical science and energy including roller coasters and solar cars, and computer programming. Introduction to STEM concludes with a “Makerspace” experience in which students have the opportunity to create and share design projects of their own choosing, using a variety of new technologies introduced in the class.

**Grade 8 STEM Rotator**

**MST8DT**

The STEM (Science, Technology, Engineering, and Math) Rotator is an elective available to eighth grade students and is combined with the student’s choice of PE, Dance, Art, or Speech and Drama. This course is designed to foster a learning environment in which students solve problems and create new designs using concepts and skills from math, science, and technology. Through authentic projects based on real-world endeavors and involving a range of engineering disciplines, students will learn problem-solving strategies, apply math and science knowledge, and grow in capacity for creativity, hands-on learning, and fun. This course builds on the ideas introduced in Introduction to STEM but involves greater
complexity and challenge than the 7th grade course. The STEM Rotator is divided into three parts, each six weeks long, which meet throughout the year. During the first rotation the focus is on structural design and analysis, using materials ranging from paper to 3D printed polymers, in addition to an in-depth study of the engineering design process. Next, students explore applications of computational thinking, with learning experiences and design projects related to computer programming and physical computing. The final rotation expands on the principles and concepts introduced in the STEM courses to examine the role of technology in society and our responsibilities as citizens and engineers. Learning experiences and design projects in Goal 3 focus on alternative energy technologies and sustainability. This course is designed to explore their creativity and expand their problem-solving skills in a project-based environment.

**MIDDLE SCHOOL – WORLD LANGUAGES**

The majority of Middle School students study at least one world language, providing them the opportunity to broaden their horizons. Students benefit from a deeper appreciation for other cultures, increased career opportunities, more satisfying travel and developing a better understanding of one’s own language.

All skills of language acquisition are targeted: reading, listening, speaking and writing in conjunction with culture by native or near-native speakers. In French and Spanish, grammar and vocabulary are introduced in practical, comprehensible everyday situations. In Latin, the focus is directed towards morphology, syntax, semantics and culture via age-appropriate readings, allowing students to make strong and meaningful connections with English.

The learning experience goes beyond the classroom, as we go on a variety of local excursions including the Kelsey Museum of Archaeology and the DIA. There is also the opportunity to join the festivities during National Language Week, which vary from year to year. Activities include dance performances and instruction as well as art displays. Throughout the year, the Latin and French Clubs provide interested students opportunities to explore culture on a deeper level. Latin students attend the Michigan Junior Classical League Conference. In addition, students participate in competitive National Exams sponsored by the American Classical League, the American Association of Teachers of Spanish and Portuguese and the American Association of Teachers of French.

The language program is integrated into the curriculum and is considered a full academic class. Successful completion of the Middle School language program fulfills the first year requirement in the Upper School.

*Beginning French classes may be offered, depending on student requests.

**French: 6A**

**MFR6IT**

Prerequisite: One year of French

This course continues the principles of syntax and the vocabulary presented in the Beginning French class. Students learn verbs ending in –er as well as aller and faire. Vocabulary: hobbies, sports, family, animals, city and country life. Speaking, conversation, pronunciation, reading and writing are emphasized in this course.


**French: 7A**

**MFR7BT**

This course is an introduction to simple grammatical concepts such as the conjugation of two auxiliary verbs être and avoir; regular –er verbs; voici and voilà; definite and indefinite articles; formation of negative sentences; formation of the feminine and plural of adjectives. Vocabulary: greetings, numbers, dates, time, weather, common school and house objects, colors, personality and descriptive adjectives. Emphasis is placed on oral fluency, aural comprehension, pronunciation and spelling, and fluent use of simple phrases.


**French 7B**

**MFR7IT**

Prerequisite: Beginning or Intermediate 6th Grade French

This course is designed for students with background in French and offers an intensive review prior to continuing. The concepts of subject–verb agreement and noun–adjective agreement are stressed, as well as the conjugation of regular and irregular verbs in the present, imperative, passé composé and immediate future. As the year progresses, students will study comparative and superlative structures. Additionally, students will learn possessive, interrogative and demonstrative adjectives. Vocabulary is taught in conjunction with syntax. French culture and civilization are presented in a majority of the lessons in order connect language to the lives of the people who speak it.


**French 7B Advanced**

**MFR7AT**

Prerequisite: Department recommendation (based on Grade 6 performance and assessment)

Expansion of the student’s language experience is the primary goal of this course. Short compositions create opportunities for students to express their ideas in French while developing an understanding of syntax. Grammatical topics covered include the passé composé and immediate future tense. Other elements include: negative and interrogative pronouns, stress and object
pronouns; and noun–adjective agreement. An intensive study of regular and irregular verbs in both the present and the passé composé is a major component of this course. Reading and research cover a wide variety of cultural, historical, political and literary subjects of French-speaking nations throughout the world.


**French 8C and 8BC**

**MFR8IT**

Prerequisite: Beginning or Intermediate Grade 7 French
Successful completion of the Grade 8 language course earns 1 year high school credit.

Vocabulary acquisition is extensive: food, parts of the body, transportation and professions. The present, past and imperative tense of regular and irregular verbs is studied. Students also learn object pronouns. Possessive, demonstrative and interrogative adjectives are reviewed. Reading, spelling, speaking and aural comprehension are equally emphasized. Cultural emphasis is on Paris.


**French 8C Advanced**

**MFR8AT**

Prerequisite: Two years of French and department recommendation and test or 7th grade Advanced French
Successful completion of the Grade 8 language courses earns 1 year high school credit.

Irregular verbs including the reflexive, the pronouns y and en and several irregular verbs are introduced. Students complete an in-depth study of the imperfect, simple future and conditional tenses. Vocabulary themes include sports, parts of the body, rooms, household items and clothing. Proficiency in speaking and listening is emphasized. Students must be able to write a paragraph with a minimum amount of spelling and grammatical mistakes. Oral reading must include appropriate intonation. Cultural topics include: Paris, Impressionism and major periods of French history.

Texts: Discovering French (Blanc), text and workbooks, D.C. Heath, 2011.

**Latin 6A**

**MLA6BT**

This course introduces the formal study of Latin. The general objective is for the student to be able to read, write, understand and translate Latin and to recognize and apply grammatical concepts. Part of learning Latin is to understand the language as communication of ideas and values of Roman culture and how it served as a foundation of Western culture. Through word study, students will realize the practical application of Latin, as a significant percentage of English vocabulary originates from Latin. Studying Latin bases, prefixes and suffixes will increase English vocabulary skills. It will also serve as a strong foundation for those students who wish to study French, Italian, Spanish, Portuguese or Romanian during their academic career.

Reading material is the source for all vocabulary. Grammar study includes first, second and third declensions of nouns and adjectives in all cases as well as the indicative and imperative action of all four conjugations of verbs in the active voice. Analytical skills will be sharpened as Latin is a highly inflected language. Reading material and culture are ideal vehicles for improving the critical thinking of students of all ages while they learn about Roman history and daily life.


**Latin 7B and 7AB**

**MLA7IT**

Prerequisite: Beginning Latin
This course serves as a continuation of Beginning Latin. Objectives include reading, writing and translation proficiency while recognizing and applying grammatical concepts.

Reading material is the source for all vocabulary. Grammar study includes first, second and third declensions of nouns and adjectives in all cases and genders and the indicative and imperative action of all four conjugations of verbs in the active and passive voice. Personal, demonstrative and relative pronouns as well as adverbs are introduced. Students study various aspects of Roman civilization: history, daily life and mythology. Critical thinking exercises will help students analyze, synthesize and evaluate a text and predict an outcome.

The word study portion of the class teaches students word formation and derivation of English words from Latin, showing the interrelationship between Latin and English.


**Latin 8C and 8BC**

**MLA8AT**

Prerequisite: Intermediate Latin
This course serves as a continuation of Intermediate Latin. The general objectives are for the student to be able to read, write, understand and translate Latin, and to recognize and apply grammatical concepts.

Reading material is the source for all vocabulary. Grammar introduces students to irregular verbs in all tenses, passive voice in all tenses, interrogative and demonstrative pronouns, comparisons, relative clauses, participles and the principles of word formation. The political structure of the Roman Republic is studied and related to modern governments. The reading material and grammatical exercises are also used as a basis for
critical thinking activities in which students analyze, synthesize and evaluate text and predict outcomes.


**Spanish 6A**  
**MSP6BT**  
This course is an introduction to the Spanish language and culture of Spanish-speaking people around the world. The emphasis is on conversation, pronunciation, reading and writing for communicative purposes. Students begin to acquire the knowledge of basic grammatical structures as they study vocabulary associated with age-appropriate everyday topics. These include, but are not limited to, greetings and introductions, the weather, school materials and subjects, likes and dislikes, and physical/personality descriptions. Students who begin Spanish study in the Grade 6 will have the opportunity for in-depth study of the language and culture over three years, promoting long-term mastery of Spanish language skills. Providing they continue successfully through three years of Middle School study, they will be prepared for second-year language study in the Upper School.


**Spanish 7AB**  
**MSP7BT**  
Prerequisite: Must be in Grade 7  
Students begin to speak, read, write and comprehend the Spanish language on a fundamental level. Communication of relevant ideas and meanings in real life situations allows for students to understand grammar inductively. As the year progresses, previously introduced concepts reappear, allowing for repetition and enhancement of student learning. Native pronunciation is stressed as well as different regional dialects. Vocabulary emphasis: greetings, telling time, weather, numbers, parts of the body, classroom objects, the calendar, hobbies, descriptive adjectives, -ar, -er and -ir verbs in the present tense, location and food. Students learn to communicate as they participate in paired and small group activities, write short essays and role play real life situations. Special activities such as presentations and World Language Week enhance their understanding of culture.

Grammar focus: Subject pronouns including tú and Usted and vosotros vs. Ustedes, gender and number, definite and indefinite articles, the present tense of regular and irregular verbs such as ser, hacer, tener and ir, direct object pronouns, noun and adjective agreement, definite and indefinite articles.


**Spanish 7B Regular and Advanced**  
**MSP7IT**  
Prerequisite: Beginning Grade 6 Spanish  
This class is a continuation of Beginning Spanish from Grade 6. Continued emphasis is placed on culture as well as the Spanish language. Intense review is offered along with the introduction of new material. Vocabulary and grammatical themes include: food, utensils, -er and -ir verbs, ser, tener, hacer, possessive adjectives, locations in the community, activities, family and pronunciation of consonants. Additionally, students explore cultural aspects such as the quincenera celebration and Day of the Dead.


**Spanish 8C Regular and Advanced**  
**MSP8AT**  
Prerequisite: Beginning Spanish and must be in Grade 8  
Continuing Spanish is a course designed for those who have successfully completed Grade 7 Beginning Spanish. Students continue to develop their skills by revisiting previously learned concepts while learning new and more complex grammatical structures. Students also prepare dialogues for oral classroom presentations. Vocabulary emphasis: family, food, home, shopping, clothing, vacation, television terminology.

Grammar focuses on all information from Beginning Spanish. Additionally, students conjugate stem-changing verbs in the present tense, such as tener. Other concepts: demonstrative and possessive adjectives, idiomatic expressions, the personal a, indirect object pronouns, preterit tense of regular -ar, -er and -ir verbs, comparative and superlative constructions, ser vs. estar.

Texts: *Realidades*, Prentice Hall, 2004 and workbooks

**New Student Language Survey Course**  
**MLS8BT**  
This class is designed for 8th grade students new to Detroit Country Day. Latin, French, German, Japanese and Chinese will be explored. In this class, students will be introduced to each language as well as to culture. Furthermore, students will study basic language structure and pronunciation while exploring a variety of vocabulary themes and other grammatical topics such as verb structure and syntax.

Texts: no required textbook(s)
**MIDDLE SCHOOL – LEARNING SUPPORT AND TUTORIALS**

Middle School has a Regular Tutorial Support specialist and academic teachers who will meet with designated students on a regular basis as prescribed by each student’s needs. In addition, many tutorials are offered after school on a regular basis; days will be announced in the Daily Bulletin. Tutorials with specific teachers can be set by appointment either just before or just after school. Homework supervision will be assigned after school as needed. Students may also see a teacher or be assigned to study skills assistance during a common unscheduled period or selected FLEX (Featured Learning Experience) periods.

**MIDDLE SCHOOL – LIBRARY SERVICES**

**Our Values**
We believe
…that intellectual freedom is a fundamental right for all;
…that literacy is an essential skill across all platforms and disciplines;
…that reading for personal information and enjoyment leads to lifelong learning;
…that respect for intellectual and creative property is everyone’s responsibility.

**Our Mission**
Teach, Inspire, Explore

From students conducting research or quietly reading to faculty members working with multimedia technology, the Library is a hub of activity in the Middle School. The Library is staffed by a professional librarian, and it is open to all students throughout the day and after school. Students draw from a continually growing collection of 12,000+ print, online, and multimedia items, and wireless networking provides access to the DCDS network and the internet. Destiny Library Catalog delivers web-based access to the library’s print collection as well as to e-books, downloadable audio books, teacher-recommended web sites, and online reference databases such as Grolier, EBSCO and Gale. Faculty may supplement their curriculum with online video on demand collections. Additionally, the Library web page is an extensive resource for students, faculty and parents.

A crucial mission of the Library program is to collaborate with each department to support the curriculum. Students are given “just-in-time” instruction to meet their academic needs. Instruction focuses on several areas:

**Reading** – Through book talks, displays, reading lists, emails about new books and special programs, students frequently hear about and see books that may be of interest to them.

**Research skills and information literacy** – Students are taught how to use print and online resources effectively and how to decide which resources best meet their needs.

**Responsible use of resources** – Students receive instruction on the importance of giving credit to their research sources, how to create a list of works cited, how to avoid plagiarism, and how to use technology and all resources responsibly.

For parents and faculty, the Library offers a Parent-Teacher collection of books that may be checked out at any time. The librarian also provides professional development on the use of new resources and technology and speaks to parents about technology and teens.

**MIDDLE SCHOOL – AFTER SCHOOL PROGRAMS (ATHLETICS)**

Students in Grade 7 are required to successfully complete one season of athletic participation each year. Students in Grade 8 are required to successfully complete two seasons of athletic participation each year. One of the athletic sport activities must be an on-campus interscholastic sport. The second sport requirement may be satisfied by participating in an intramural or non-team sport or physical education class.

The Middle School athletic program is designed to provide every student an opportunity to participate at his/her appropriate level, offering competitive and intramural options.

Please refer to the website (www.dcds.edu) for current sports offerings.

**MIDDLE SCHOOL – CLUBS**

The Clubs program is designed to offer socialization, as well as to allow students to explore interests, discover passions, and develop responsibility. Students may select from among competitive, academic, athletic, craft, artistic, hobby, performance and service options.

Please refer to the website (www.dcds.edu) for detailed information.

Possible offerings:
Babysitting certification, baseball and softball skills, boys basketball, card games, chamber music (orchestra students), chess, cooking, CPR training and certification, creative writing, dance, diversity matters, digital photography, Euchre, girl empowerment, film, fitness walking, floor hockey (Grade 6 and 7 boys), forensics, French (French students only) and German, history of video games, kickball, Latin, leadership, math competitions, mural painting, music blogosphere, music composition, nature, app creation, ping pong, random acts of kindness, reading, recess games, reel pages, science Olympiad, science service / greenhouse, scrapbooking, social studies Olympiad, solar car kit(s), sports media, strength and conditioning, ultimate Frisbee, video (Grade 8 only), You Be the Chemist.
U P P E R  S C H O O L

I N T R O D U C T I O N

Detroit Country Day School offers academic programs that contribute to the liberal arts education of students. Symposia and assemblies on current societal issues, and theatre, art and musical enrichment programs serve to stimulate the mind and provide a variety of experiences in the educational process. By designing additional intellectual, ethical, aesthetic, and social activities beyond the classroom, students learn to think in several arenas of knowledge and to apply a tough, discriminating intellect to the information they obtain.

The educational process demands meaningful homework assignments that are corrected, graded, reviewed, and returned to the students. Each teacher must post assignment sheets electronically for students as part of a planned approach toward teaching and learning. Teachers must display sound pedagogical practices and evidence classroom preparation.

For students, it is axiomatic that assessment is an integral part of the instructional process. Assessment may take many forms, including project based assessment, research, written work, collaborative work, in-class oral examinations, and written examinations. Examinations require students to develop a course perspective and to reflect on acquired knowledge. Students regularly prepare for hourly examinations, as well as for two-hour midyear and final examinations; this comprehensive assessment is necessary for a proper education as well as preparation for college/university practices.

Detroit Country Day School is also committed to the psychological, social, athletic, and aesthetic development of the student. To this end, students are required to earn White Points for service to others, Gold Points for activities, Blue Points for athletics and for fine and performing arts credit. The point system ensures student involvement and self-growth. The school believes that this goal of total involvement leads to the complete realization of individual potential.

U P P E R  S C H O O L - M U S I C

The ancient Greek philosopher, Plato, extolled the benefits of music on the human being. He said: “Education in music is most sovereign because more than anything else rhythm and harmony find their way to the inmost soul and take strongest hold upon them, bringing with them and imparting grace if one is rightly trained.”

Detroit Country Day School values music as an important part of a young person’s development. Musical involvement has been shown to improve a student’s self-discipline, dexterity, coordination, self-esteem, thinking skills, listening skills, creative ability, and personal expression. In addition, many colleges view participation in the arts and music as a valuable experience that broadens students’ understanding and appreciation of the world around them. Detroit Country Day School recognizes the important role musical instruction can play in a student’s life and commits to numerous opportunities for student participation.

Our primary goal is to provide excellent musical experiences through performance in instrumental (orchestra and band) and choral music. These groups participate in the Michigan School Vocal Music Association and Michigan School Band and Orchestra Association festivals. We also emphasize individual growth by encouraging additional private study and participation in solo and ensemble festivals. Students are encouraged to continue their study of music through music history and theory classes. We provide our students with knowledge of our musical past, music of other cultures, and the mechanics and form of music. Emphasis is on performance, as well as the study of the intellectual, aesthetic, historical, and emotional aspects of music.

Fundamentals of Music Theory
UMU311, UMU312 ½ credit
Prerequisite: none
Students will learn how to read notes in multiple clefs, read rhythms in both simple and compound meters, sight-sing using solfege, and how to build triads and seventh chords. Students will be graded based on in class assignments, homework, quizzes and tests.

AP Music Theory (Honors)
UMU413H (AP/IB) 1 credit
Prerequisite: Fundamentals of music theory OR music theory placement test
Students will gain an in-depth understanding of standard chord progressions, voice leading, harmony, form and counterpoint. Students will explore solfege and it’s relation to harmony and 18th and 19th century counterpoint. Other topics covered include melodic, harmonic and rhythmic dictation, sight-singing, and figured bass analysis.

Concert Band
UBD413 1 credit
Prerequisite: Play wind or percussion instrument
The Concert Band plays three major concerts and two volunteer concerts a year, performs at pep assemblies, at the commencement ceremony, and participates in the Michigan School Band and Orchestra Association festivals. Members are graded on class participation, independent musical projects, practice logs requiring two hours of practice a week, lunch time sectionals, and in-class playing tests. Class time is spent developing performance skills, refining concert music, and discussing relevant topics. Members may also perform in the Symphony Orchestra (a collaboration of selected members of Orchestra and Concert Band).
Concert Choir  
**UCR413**  
1 credit  
Prerequisite: Tone-matching and voice placement audition  
Concert Choir is a mixed choir of up to 65 students who enjoy singing and can pass a simple tone matching and voice placement audition. Three major concerts are given during the year, with occasional off-campus appearances and collaborative performances with local professional groups. This choir performs mostly collegiate level choral literature. Members of Bella Voce, a 16 voice advanced mixed ensemble, are chosen from choir annually by audition. Detroit Country Day School choirs participate in all Michigan School Vocal Music Association (MSVMA) Choral and Solo & Ensemble Festivals.

Orchestra  
**UOR413**  
1 credit  
Prerequisite: Play string instrument  
Orchestra is offered to all violin, viola, cello, and bass students. The orchestra plays two major concerts a year, the commencement ceremony, performs at Celebrate the Arts, and participates in the Michigan School Band and Orchestra and Solo and Ensemble festivals. Members of the orchestra are graded on in class participation, weekly practice assignments requiring 100 minutes of practice per week, in-class playing tests, and concert performance. Members may also perform in the Symphony Orchestra (a collaboration of selected members of Orchestra and Concert Band).

Advanced Music Practicum  
**UMU421, UMU422**  
½ credit  
Prerequisite: Instructor approval  
Students have the opportunity to work with the instructor to create personal music goals to achieve each semester in an independent study environment. This class is intended for those that wish to deepen their musical knowledge in a particular area i.e. musical composition, song writing, instrumental or vocal techniques, or even to prepare for recitals and college auditions.

Honors Symphonic Orchestra  
**UOR423H**  
1 credit  
The Honors Symphonic Orchestra is comprised of winds, brass, strings and percussion. This class is geared toward the advanced level student that is interested in studying professional literature. This allows students to develop advanced techniques and nuance in their playing. Three concerts are presented per year plus participation in Michigan School Band and Orchestra Solo and Ensemble and Band and Orchestra District and State Festivals. In our partnership with the Detroit Symphony Orchestra students are able to learn in instrument groups and sections alongside professional musicians to improve their preparation for public performances. In addition, students can attend the neighborhood concerts held in the Seligman Performing Arts Center at Detroit Country Day School. Acceptance into this ensemble is by audition only.

**UPPER SCHOOL – THEATRE, DANCE & COMMUNICATION ARTS**

The Theatre, Dance & Communication Arts Department offers students the opportunity to explore their creativity in a nurturing and supportive setting. Each course engages students in technique exploration, practical performance opportunities and a research component reflective of our global cultural community.

Dance Foundational Movement  
**UDN 211/212**  
1 credit  
Foundational movement studies is a semester-long course in which both experienced and non-experienced explore movement patterns and basic skill development, as well as choreography and improvisational movement. Emphasis is placed on individuals experiencing the positive effects of mind body connections made through movement. The semester culminates in an in depth project in which the dancers are asked to inform, create and reflect upon a topic of their choice.

Dance Performance Studies  
**UDN 221/222**  
1 credit  
Performance studies is a semester-long course in which students will have the opportunity to build on technical dance skills, work with guest artists and learn choreography to be performed at our spring dance showcase. Although dance experience is not required, a disciplined approach to learning material is expected. A strong emphasis is placed on goal setting, both individually and as a group and accomplishments are celebrated.

Dance Repertory Ensemble  
**UDN413**  
1 credit  
Prerequisite: Audition or faculty approval  
The disciplined dance student may elect to audition for the Repertory Dance Ensemble, a year-long course in which students further strengthen their skills in contemporary dance forms through developing and performing repertoire of a variety of dance idioms. In addition to working with guest choreographers, students are encouraged to experience and analyze choreographic elements and work collaboratively and/or individually on work that is presented at our annual spring dance showcase. Dancers may also be invited to perform at multiple events throughout the year.

Foundations of Film Making  
**UFM 211/212**  
½ credit  
This semester course introduces and develops an appreciation for the science and art of filmmaking, and the skills and techniques necessary to produce film products.

Revised February 2016
Intermediate Film Making  
**UCM 221/222**  
½ credit  
Prerequisite: Students Foundations of Film Making – UFM 211/212  
To semester course is designed to enhance appreciation for the science and art of filmmaking, as well as introduce new skills and techniques necessary to produce stronger student film projects.

Film Studio Productions  
**UFM 323**  
1 credit  
Prerequisite: Faculty approval.  
This full year course is designed to prepare students for college-level film studies. Students will be immersed in technique building exercises and projects that not only inspire creativity but also require problem-solving skills. Students will be required to create art films, narratives, news broadcasts and much more.

Public Speaking  
**UCM201, UEN202**  
½ credit  
Prerequisite: none  
The course objective is to train the student in practical methods for development and delivery of the informative and persuasive public speech, including theoretical bases for speech development, composition and delivery. Exercises and applications include extemporaneous and impromptu speaking; information, persuasion, and introduction speeches; and speeches with visual aids. Students will be evaluated by the instructor as well as by other students. Discussions cover topics such as listening, contemporary speech makers, and proper audience behavior. Skills required for development of the public speech, such as expository writing style and research methods, have cross applications to other core courses. In addition, speaking before an audience prepares the student for collegiate and business presentations.

Text: Generated by the instructor.

Debate  
**UCM222**  
½ credit  
Prerequisite: none  
This course may be used to fulfill the sophomore speech graduation requirement. The course objective is to provide students with the skills necessary to express ideas through analytical debate and argumentation. Although the course will teach some of the aspects of competitive academic debate, students are not required to compete as a part of the course. Students will have the opportunity to learn how to analytically approach the subject of communication through constructive argument. Assignments will focus on the oral presentation of a variety of argumentative forms including political debates, academic debates, Lincoln-Douglas style debates and other forms of persuasive argument. The skills students will learn include persuasion, persuasive language use, argument structure/presentation, critical analysis of argument and audience, research, logical thought and fallacies of reasoning. Students will also learn the skills necessary to persuasively present their argument before an audience. This course will provide the students with skills that will help them prepare for collegiate courses and the business world.

Text: Generated by the instructor.

Theatre Production I: Stagecraft  
**UTH311, UTH312**  
½ credit  
Prerequisite: none  
This course will cover most of the fundamental aspects of theatre production. Students will learn scenery construction and painting techniques as well as how to operate lighting and sound equipment. While students learn the basics in theatre production, they will become knowledgeable of the important safety requirements involved within the theatre. In addition to classroom work, students will have a chance to apply their knowledge to several hands-on projects in the theatre and scene shop.


Theatre Production II: Theatrical Design  
**UTH321, UTH322**  
½ credit  
Prerequisite: none  
This course takes students beyond the practical aspects of theatre production and focuses on the process of designing the different elements of a show. The students will begin to learn how to read and analyze a script; collaborate on a design concept; research costumes, lighting, sound and scenery within the concept; and the various ways of presenting their ideas to the design team. The students will apply these lessons to two projects during the semester, where they will read a script,
determine a concept and make a final presentation to the class.


**Theatre I: Performance Foundations**  
UTH411, UTH412  \( \frac{1}{2} \) credit  
Prerequisite: none  
Providing a thorough overview of the theatre from both theoretical and practical perspectives, this semester course provides student experiences as actors, directors, and researchers. Curricular experiences include improvisational training, acting technique comparisons, script analysis and world theatre investigations. Evaluation of students is based on classroom participation, prepared classroom presentations and written materials developed through research. This is a pre-requisite course in the theatre curriculum.

**Theatre II: Performance Studies**  
UTH421, UTH422  \( \frac{1}{2} \) credit  
Prerequisite: Theatre I: Performance Foundations  
In this course focusing on scene studies from a wide range of theatrical material students will analyze, rehearse and present scenes in the classroom setting. Contemporary and classic playwrights will be used to explore various acting styles that have developed throughout the ages. Evaluation of students is based on preparedness for daily work, artistic growth over the semester and commitment to the process. Memorization of multiple scripts will be required. Recommended for sophomores and juniors who have completed 411.

**Studio Theatre Ensemble**  
TH423, TH433  1 credit  
Prerequisite: Audition or faculty approval.  
This year-long course immerses students in the art of producing and presenting theatre from an acting, directing and design perspective. Students chronicle their journey in the craft through journaling and development of a portfolio of their experiences. IB students will undertake all four of the Standard Level elements of study. The four elements of the Standard Level are Performance Skills, World Theatre Studies, Practical Play Analysis and Theatre Production. Students seeking IB credit for Theatre Arts must comply with submittal requirements for evaluation as outlined in the IB Theatre Arts guidelines. Limited to juniors and seniors. Enrollment by permission of department head.

**Upper School – Visual Arts**

The Upper School fine arts department offers instruction for all students in grades nine through twelve. A sequential program with a gradually expanding knowledge base and skill development is presented. Class study includes four major components:
1. Aesthetic perception  
2. Creative expression and production  
3. Art History  

4. Critical analysis  

In presenting art education, we look at the experience in its broadest context. We introduce the student to the historical foundations of the art form. We study art as an experience of creation through an artist’s eyes and as a link to culture. Students become familiar with the critical study of the art form itself and learn to critique their own productions as well. Studio time allows the students hands-on experiences with art principles and elements, techniques, and media. Through varied experiences, the student develops a rich understanding of the background in visual arts.

Alumni studying art at various universities support our Artist in Residence Program. Friends of the Arts sponsor the Celebrate the Arts Festival and numerous other unique events that extend and enrich student experiences in the fine and performing arts.

**Art and Design**  
**Foundations of Studio Art**  
UAR101, UAR102  \( \frac{1}{2} \) credit  
This semester course will prepare students for all studio art classes offered at DCDS: Painting, Drawing, Ceramics, Sculpture, Photography, Computer-Graphics, Mixed Media Exploration, Jewelry, Metals, Fibers and Textiles. The course is based on a college level foundation course with an emphasis on the Elements and Principles of Art and Visual Design. It is a project based class with a cultural and historical framework that will provide students with a better understanding of the building blocks of art.

This course will be a requirement for all students new to DCDS, and any student coming from the Middle school who has not taken the full year Fine Arts course either in 7th or 8th grade.

If an incoming freshman from our middle school has completed the full year of Fine Art, they may register for any studio course offered. Painting, Drawing, Fashion Research and Design, Ceramics, Sculpture, Photography, Computer Graphics, Jewelry.

**Introduction to Drawing**  
UAR111, UAR112  \( \frac{1}{2} \) credit  
Prerequisite: UAR101 or UAR102  
Drawing becomes a form of exercise to strengthen artistic ability, curiosity, and problem solving. Students will create drawings so that they learn to see and understand how to express ideas, feelings, and imagination. Students will be able to evaluate drawings in relation to their expressive qualities. They will be able to discuss the mediums and techniques used. Group critiques and artist statements as well as experimental approaches to drawing will augment studio work.
Advanced Drawing  
**UAR211, UAR212**  
½ credit  
Prerequisite: UAR111 or UAR112  
This course is a progressive journey from the introduction of basic formal vocabulary, materials, and perceptual awareness, to developing, reacting, and addressing personal issues and interests. It is continuing the discovery of individual passions through diverse experiences and responses from faculty and fellow students. Emphasis is placed on exploring the development of ideas and risk-taking. What happens in the struggle gives way to surprise, invention, and discovery. Critiques remain fundamental as a guide to student growth.

Introduction to Painting  
**UAR171, UAR172**  
½ credit  
Prerequisite: UAR101 or UAR102  
Painting becomes a form of exercise to strengthen artistic ability and curiosity. Students will learn to see and understand the media associated with paint while expressing ideas, feelings, and imagination. Students will be able to evaluate their paintings in relation to their expressive qualities, and to understand terms for discussing the techniques used towards completion. Group critiques and artist statements are required for each completed project. Sketchbooks are an integral part of the course for the gathering, formatting, and research of ideas, techniques, and class notes.

Advanced Painting  
**UAR271, UAR272**  
½ credit  
Prerequisite: UAR171 or UAR172  
This course is a progressive journey from the introduction of basic formal vocabulary, materials, and perceptual awareness, to developing, reacting, and addressing personal issues and interests in painting through experimental and different uses of paint. It is continuing the discovery of individual passions through diverse experiences and responses from faculty and fellow students. Emphasis is placed on exploring the development of ideas and risk taking. What happens in the struggle gives way to surprise, invention, and discovery. Critiques remain fundamental as a guide to student growth. Computer research is encouraged for current trends.

Mixed Media Exploration  
**UAR321, UAR322**  
½ credit  
Prerequisites: AR 141/142 (Intro to Photo) or AR161/162 (Intro to Computer Graphics)  
This semester course will introduce alternative materials to explore varied approaches to photography. Beginning with exercises to introduce fluid media into photography, the class will advance into methods for incorporating drawing materials, collage and stencils into drawn and photographic compositions. Issues of craftsmanship as well as narrative and formal content will be addressed. In addition, the class will engage in group discussions of current mixed-media trends in contemporary art.

Introduction to Computer Graphics and Digital Photography  
**UAR161, UAR162**  
½ credit  
Prerequisite: UAR101 or UAR102  
The course introduces the computer and digital camera as tools and new media in fine art. Students unite creativity and technology while developing their drawing, painting, and illustration skills on the computer. The course uses Lenovo computers, drawing, and painting programs, computer scanners and photo manipulation programs to execute art and illustration in the form of personal logos, comics, abstract paintings, portraits, collage, and book designs. Students will view works created by contemporary computer artists. The course is recommended for any student interested in art or computers.

Advanced Computer Graphics and Digital Photography  
**UAR261, UAR262**  
½ credit  
Prerequisite: UAR161 or UAR162  
This course is designed to expose students to a real life design studio environment. Students work on design challenges utilizing the technology experience gained in Beginning Computer Graphics and Digital Photography. Design challenges include corporate identity, poster design, package design, and an introduction to computer animation.

Introduction to Ceramics  
**UAR121, UAR122**  
½ credit  
Prerequisite: UAR101 or UAR102  
Students are introduced to clay from the process of construction through the completion of finished pieces. Students will build both functional and non-functional forms using basic hand-building techniques and the potter’s wheel. Drawing and painting on the clay surface both before and after firing will be emphasized with the use of color, texture and glazes. High fire/low fire and raku are introduced.

Advanced Ceramics  
**UAR221, UAR222**  
½ credit  
Prerequisite: UAR121 or UAR122  
The course continues the work from Beginning Ceramics involving hand-building and wheel techniques to explore both functional and sculptural forms. Students will be introduced to various methods of kiln firing, gas and electric. Oxidation and reduction with concentration on low fire temperatures will be emphasized.

Project possibilities will cover: glaze calculation, colorants in glaze bases, colored porcelain, luster, under glazes, raku, earthenware, and some stoneware glazes. Slip casting and salt firing pottery projects in this section will be form and function based. Pit firing and raku are also included.
Introduction to Sculpture
UAR131, UAR132 ½ credit
Prerequisite: UAR101 or UAR102
Students are introduced to traditional and modern sculpture through slide lectures, demonstrations, and hands-on material work. There will be six projects throughout the semester. Each project will touch on some history of sculpture pertaining to that specific style. The course will emphasize aesthetics and learning about materials to produce sculptures safely with hand and power tools. There will be critiques four times a semester to evaluate work, and two multiple choice tests. Students will be responsible for all information covered in the course including the history of sculpture, digital images, and art vocabulary.

Advanced Sculpture
UAR231, UAR232 ½ credit
Prerequisite: UAR131 or UAR 132
Students will work with the instructor’s guidance in individually directed assignments based on student skill, technique level, and personal interest.

Introduction to Photography
UAR141, UAR142 ½ credit
Prerequisite: UAR101 or UAR102
A practical introductory course emphasizes 35mm camera operation, film exposure and darkroom procedures for black and white photography. Individual darkroom time is programmed into the course work and access to a 35mm camera is required. Students will study the history of photography through videos and lectures and learn the basic crossover from the science to the art of photography.

Advanced Photography
UAR241, UAR242 ½ credit
Prerequisite: UAR141 or UAR142
The Advanced Photography class builds on the foundation learned from the Introduction to Photography. Students will continue to develop their photography skills as they concentrate on a more conceptual and technical approach. Projects are designed to build further understanding of photographic problem solving. They will become comfortable with the function of using a telephoto lens and high speed film and digital photo-based media. In addition they will apply refined printing techniques, use of light meters and various exposure and manipulations. Class critiques will address the technical and aesthetic challenges encountered as they use their cameras. Assignments are tailored to individual interests.

Introduction to Jewelry and Metals
UAR151, UAR152 ½ credit
Prerequisite: UAR101 or UAR102
This course will introduce to the students, through a series of lectures, demonstrations and assigned projects, the basic metal working techniques utilized in the fabrication of jewelry. This course will also deal with some of the unique design challenges inherent to jewelry when trying to strike a balance between form, function and imagery.

Advanced Jewelry and Metals
UAR251, UAR252 ½ credit
Prerequisite: UAR151 or UAR152
This course builds upon the set of techniques learned in Introduction to Jewelry and Metals and adds the processes of Lost Wax Casting, Carbon Casting and Mold Making. The techniques are introduced through a series of lectures, demonstrations and assigned projects. Casting is one of the oldest processes for making jewelry and dates back thousands of years. This course will also deal with some of the unique design challenges inherent to jewelry when trying to strike a balance between form, function and imagery.

Fashion Research and Design
UAR311 ½ credit
Prerequisite: Art and Design
Fashion Research and Design will lead the student through the essential stages of research and transition into Fibers and Textiles. Research is vital to any design process and should be experimental, investigative and support a particular idea. This course will provide inspiration, information and creative direction toward a collection. The course will help bridge the gap between research, early design techniques through visual communication and rendering.
Supplies: leather bound sketchbook, found objects
Course outline:
Goal 1:
Unit 1: Research: What and Why?
Unit 2: Where do you find research?
Unit 3: How to compile your research
Goal 2:
Unit 4: 3-D approach to research
Unit 5: Designing from your research
Unit 6: Communicating your ideas

Fibers and Textiles
UAR341, UAR342 ½ credit
Prerequisite: AR101
This one semester course is an introduction to traditional and experimental fibers and textiles through clothing and fashion trends. Students are required to produce a journal with photos, sketches and samples of designs, accessories, and sewing techniques. This course presents student artists with unique opportunities to explore fabrics and surface designs as well as challenge them to express their unique style and creative ideas in fashion. The class addresses the expressive and conceptual potential of fibers and textiles as well as related materials and techniques. Field trips encourage growth and provide challenging new insights and material for their projects.

Revised February 2016
Directed Study 
UAR411, UAR412 ½ credit
Prerequisite: Art instructor or Department Head approval
Students must have enrolled previously in at least one year of studio art. This is designed to be a course of exploration through medium, media, style or subject. This experimentation allows the student the freedom to discover a new way of thinking or conceptualizing. Projects must be challenge based to solve a specific problem or test a new process. These works may be completed in several weeks or may require an entire semester. All areas of art are available for Directed Study.

Portfolio Development
UAR441, UAR442 ½ credit
Prerequisite: Junior or senior with art instructor and Department Head approval
Students begin to build their portfolios based on their choice of theme, media/medium, technique or style. The completion of a minimum of three projects is recommended by the end of the semester. Emphasis is placed on computer research, visiting galleries, museums and communication through digital media with other artists.

AP/IB Studio Art
UAR443H 1 credit
Prerequisite: Art instructor or Department Head approval
The AP program in studio art enables highly motivated Advanced Placement Studio Art enables highly motivated art students to create a portfolio of college-level work. The course is intended to develop three aspects of the AP exam: Quality, Concentration and Breadth. The development of the AP Studio portfolio involves significantly more time than a typical high school art course and is not for those who are casually interested. The quest for uniqueness of both production and experimentation makes active demands on students and teachers. Students will be required to complete eight pieces by January to submit digitally to the Scholastic Art and Writing Awards for judging.

AP Art History
UAR463H 1 credit
Prerequisite: Open to juniors or seniors or with department head approval or UAR101/102 Art & Design. This course does not fulfill a history department graduation requirement.
AP Art History is a year-long course and covers the history of visual art and artifacts from the dawn of civilization to the present day, including the art of several non-Western cultures. Art has never existed within a vacuum. Art and its societies and cultures have always been closely intertwined. Art will be examined as a reflection of the societies within which they existed. What was the political climate like? What forms of art-making benefited from the rise of new technologies? What was the significance of certain forms of art to the daily lives of people? By analyzing art in terms of the historical, political, and economic context from which it came, it is possible to better understand that period of history. The content of the course is intended to cover the information that will be tested on the Advanced Placement exam in the spring, and is designed to be an equivalent to a college level introductory course.

Upper School – Computer Science

The computer science curriculum serves several groups of students. For students new to DCDS, we have an interdisciplinary orientation course, which includes lessons on making good use of their laptop computers, our network, and available technologies. Students in our introductory classes create multimedia and web projects. For our most interested students, the computer science curriculum continues with Intermediate Programming & Data Structures, followed by Advanced Computer Science A (AP)

The Computer Science Department helps support computing technology across the Upper School curriculum. Technology is an integral part of teaching, communication, and administration for students, faculty, and staff. Hardware, software, professional development and technical support are key components of our program.

Every student is expected to bring a laptop or similar device to school on a daily basis. With both wired and wireless networking throughout the campus, students may learn anytime, anywhere.

Faculty and students use a wide array of technology, including Microsoft™ Office programs, and online library databases to conduct research for their classes. Classes and clubs, such as computer graphics, yearbook, newspaper, art magazine, and film club, use and explore digital media in our computer labs.

Programming & Design for the Web
UcS221, UcS222 ½ credit
Prerequisite: none
This course includes the design and development of World Wide Web pages using HTML (HyperText Markup Language) and CSS (Cascading Style Sheets). Students will learn HTML tags for text, images, links, lists, simple layouts, complex layouts, tables, frames, styles, internal style sheets, and external style sheets. JavaScript used to make web pages interactive will also be covered.

Goals for this class include preparing students to write their own web pages to include at least html (hypertext markup language), CSS (cascading style sheets) and JavaScript.

**Introduction to C**

**UCS 231, UCS232**  
½ credit

Prerequisite: Algebra 2  
This course is a one-semester course. Students in this course learn the basic syntax of C including data types, expressions, and control statements. The course begins with an overview of the C programming language and an introduction to compiling and running C programs. Next, students learn how to use the assignment operator with variables of integer and Boolean data types. The course then covers basic control statements such as if statements, if/else statements, switch statements, and for statements. Students learn how computer hardware is organized to help them understand the behavior of computer programs.

The Goal for this course is to prepare students to be able to write, compile, and understand C programming.

Edition: 3

**Intermediate Programming & Data Structures**

**UCS321, UCS322**  
½ credit

Prerequisite: UCS221 or UCS222  
This course logically follows either of the 200-level courses (Programming and Design for the Web 1, CS221/222.) This course builds on pieces of programming learned in the prerequisite courses. Juniors and Seniors with interest and ability in the physical sciences and/or mathematics may take this course as their first computer science course.

Intermediate Programming and Data Structure is an integral part of the advanced placement computer science sequence, covering the first few chapters of the Computer Science AP textbook. Many students choose to continue with that course (CS433H). This course includes algorithms, general computing, object-oriented programming, and structured programming (including control structures and methods) concepts. The course currently uses the Java programming language.


**Advanced Computer Science A**

**UCS433H (AP)**  
1 credit

Prerequisite: UCS321, UCS322  
This class, an honors level Advanced Placement class, logically follows Intermediate Programming and Data Structures (CS321/322) and builds on the programming concepts, data structures, and language of that class. The goals of the class are comparable to beginning college level courses in computer science and computer engineering.

The course outline includes object-oriented program design, program implementation, program analysis, standard data structures, standard algorithms, and computing in context (software and hardware components, and ethical and social implications).

Programming applications are used to develop student awareness of particular algorithms and data structures. This course provides a comprehensive background in computer science; we especially recommend it for students wishing to pursue careers or degrees in computer science, engineering, physical sciences, or mathematics. The course uses the Java language.

A goal for this class is to prepare students to get a passing grade or better on the Advanced Placement AB examination in May.


**Advanced Topics in C++**

**UCS441/UCS442**  
½ credit

Prerequisite: UCS231, UCS232, UCS433H  
This class covers the more advanced aspects of object-oriented programming and the C++ programming language. Techniques including subjects such as file access, abstract data structures, class inheritance, and other advanced techniques. The following C++ programming topics are covered: classes, objects, function and operator overloading, inheritance and dynamic polymorphism, templates, exception handling, standard template library, data structures, complex input/output standard and file handling techniques, program documentation, bit manipulation and other advanced C++ techniques.

The Goal for this course is to prepare students to be able to use void functions classes, subclasses, friend functions, operator overloading, polymorphism, inheritance, and object-oriented programming concepts and techniques.


**UPPER SCHOOL - ENGLISH**


Language skills empower intellectual, personal, and social growth. Recognizing this essential feature for individual development, our English faculty engages students in both formal and personal thought and expression to instill in them an awareness of the self-responsibility and social implications of speaking and writing.

Our teachers of language further recognize their own arduous responsibility in meeting objectives in relation to individual learning strengths. To that end, we establish a foundation in vocabulary and grammar to promote active reading skills and thoughtful expression in speaking and reading.
writing. We offer a variety of compositions—analytical, expository, responsive, and creative—with the emphasis on guiding the young writer to find his/her voice.

By varying classroom practice to include student-centered as well as lecture-based or teacher-directed activities, we further the student’s rhetorical abilities through daily discussion, group work, debates, and oral presentations. By assigning homework on a nightly basis, we encourage the continuous involvement in language, literature, and ideas, emphasizing active reading practices such as highlighting, note-taking, and reading journals. Classroom lessons foster critical thinking through various interpretive approaches from personal response to formal analysis. In electives, we offer critical studies ranging from New Criticism to feminism to postmodernism.

As instructors of young writers, we devote ourselves daily to their exploration of avenues of expression. We particularly pride ourselves in providing individual writing tutorials in:
- Developing a specific and debatable thesis
- Structuring the rhetoric of a valid argument
- Organizing smooth transitions in composition
- Considering the appropriate choice of language
- Integrating research and/or reflections from experience
- Contextualizing quotations as supportive evidence
- Compiling a Works Cited page in the proper Modern Language Association (MLA) format

Literature, Speech, Composition & Grammar (Freshmen English)
UEN113, UEN113H 1 credit
Prerequisite: none
This course in literature, speech and composition emphasizes methods of effective writing — paragraph development, syntax, organization, and vocabulary building — all leading toward analytical, expository, responsive and creative composition. The course integrates grammar and language studies in order to increase the effective development of the student’s individual voice in speaking and writing. The literature program introduces the genres — fiction, non-fiction, oration, poetry, epic, and drama — and teaches the active reading skills necessary for an in-depth enjoyment of literature. More extensive writing and comprehensive study are required of students in the honors section, which prepares the students for the IB and/or AP programs.


Additional texts for Honors: Sophie’s World; Vocabulary for the College Bound - Green Book

American Themes in Literature
UEN203 (Sophomore English) 1 credit
Prerequisite: Freshman English and Teacher Recommendation
Students explore themes found in American literature from colonial to modern times and consider their relevance to contemporary life. In this way, students achieve a general knowledge of their literary heritage and make meaningful connections to their lives. Increased emphasis is placed on composition, building upon the skills learned in Grade 9 so that the student functions proficiently in three areas of writing: argumentation, analysis, and personal response. Vocabulary building is continued. UEN203 students will continue to develop close reading, language and composition skills using research based instructional strategies.


American Literature, Grammar and Composition (Sophomore English)
UEN213, UEN213H 1 credit
Prerequisite: Freshman English
Students survey major periods and authors in American literature from colonial to modern times. In this way, students achieve a general knowledge of their literary heritage. Increased emphasis is placed on composition, building upon the skills learned in Grade 9 so that the student functions proficiently in three areas of writing: argumentation, analysis, and personal response. Vocabulary building is continued. More extensive writing and in-depth study are required of students in the honors section, which prepares the students for the IB and/or AP programs.


Additional texts for Honors: Norton Anthology of American Literature, W.W. Norton & Company

World Literature
UEN313 1 credit
Prerequisite: Sophomore English
This course will sample some twentieth- and twenty-first-century novels, stories, and poems (in translation) by authors from mostly non-English speaking countries. Areas of specific focus will be Africa, Iran, Korea, and South/Central America, but the stories and poems in our anthology take us to Japan, Pakistan, Iraq, Algeria, Australia, China, New Zealand, Italy, Russia, and many other countries and cultures. Reading and writing about these texts will allow us to consider how writers perceive their cultural identity in relation to religion, politics,
geography, and colonialism and also to focus on the specific themes of coming of age and maintaining humanity in a repressive society. Daily classes will be run mostly as discussion. Students will be expected to complete regular daily reading and writing homework about the literature and the countries and cultures from which the texts originate; evaluation will also rest on papers, presentations, quizzes (over literature and vocabulary) and exams.

Texts may include: Chinua Achebe, Things Fall Apart, Anchor, 1959; Joseph Conrad, Heart of Darkness, Dover, 1902; Lloyd Jones, Misty Pip, Dial Press, 2008; Richard Kim, Lost Names, University of California Press, 1970; Marjane Satrapi, Persepolis, Pantheon, 2003; Modern World Literature anthology, Nextext, Houghton Mifflin, 2001, including short stories and poetry from throughout the 20th century including Garcia Marquez, Borges, Mahfouz, Naipaul, Kincaid, Gordimer, and other writers from throughout the world.

World Literature (Honors)  
UEN313H (AP/IB)  
1 credit

Prerequisite: department recommendation
Honors world literature students pursuing the International Baccalaureate or Advanced Placement program will refine their applications of formal literary concepts as well as initiate explorations of various other critical theories, with an emphasis on cultural and personal contexts. By doing so, students will work to discover meaning in their readings and to justify their interpretations. Assigned texts include novels and dramas representing the canon of western literature as well as various works by modern authors from around the world. In this course, students will compose many analytical essays, including extemporaneous pieces; compose creative writings; undertake research for and engage in several oral presentations; study textual, literary, and collegiate-level vocabulary; and select for supplemental study poems and short stories from international sources.

Asturias, Miguel Ángel. The President. Waveland Press, 1997
Modern World Literature. Nextext (McDougall Littell), 2001
Yu Hua. To Live. Anchor Press, 2003

Narrative Techniques in Literature and Film  
UEN323  
1 credit

Prerequisite: Any junior English elective
Each day we encounter a staggering amount of texts, and not all of them are literary. Many are visual; and if we are not trained to see meaning and motive in visual representations—be it film, television, Internet, comics, or advertising—then we run the risk of being manipulated, being deceived, or at the very least remaining ignorant of the signs that cry out for interpretation by critical thinkers. This course will give you a working vocabulary and context for both literary and film analysis (excerpted from Understanding Movies, Seventh Edition, by Louis Giannetti)—that is, it will help you to be conscious of how and why a story is told in a particular medium, how to pick up on the tricks and subtleties of good writers and directors, and how to read the text of books and films and peel away the layers of discovery, empowering you as a critical decoder of cultural signs.


Composition and Literary Form  
UEN333  
1 credit

Prerequisite: Sophomore English
An anthology of essay models comprises the literary focus of this course in which the primary goal is to improve students’ analytical writing abilities. Through the study of models, students will practice the techniques of expository writing and will learn to recognize specific organizational structures in their reading. Most compositions will allow students freedom to express their views as they work with specific forms of exposition such as argument, description, comparison and contrast, and narration. Revisions of papers and revision exercises will serve as the basis for the study of the conventions of English, which depend on both the knowledge of grammar and its practice. Editing skills will be taught through individual work and peer editing as well as the collaborative class anthology, which students will edit, design, and produce in the culminating year-end project. Regular vocabulary units and study skills are included throughout the course.

Humanities
UEN343 1 credit
Prerequisite: Sophomore English
In this course, students learn how art, architecture, history, literature, philosophy, and music provide ideas, specifics, and details that cut through the artificial barriers that separate people. The course deals with the basic questions raised in humanities: “Who am I?” “What is the purpose of life?” “Why do I act as I do?” “Why do I think the way I do?” Three time periods are studied in depth through representative art and literature, history, and language: Greek, Medieval and Renaissance, and Modern. Extensive research, oral reports, team teaching, projects, and analytical papers will be the format of the course.

Text: The Elephant Man, Macbeth, Oedipus the King, A Man For All Seasons, Dante’s Inferno, The Odyssey, Edith Hamilton’s Mythology, All the King’s Men

Love, Money, and the Pursuit of the American Dream in 20th Century American Literature
UEN353 1 credit
Prerequisite: Sophomore English
This course will explore the characters, plots, and themes of several important novels, poems, plays and short stories of the 20th Century that deal with wealth, poverty, and the nature of success and failure in America. This exploration will move from the turn of the 20th century into progressively more contemporary surroundings and will reflect increasingly diverse voices. Students will be expected to complete daily reading and/or writing assignments. The class will largely be discussion based, and students will be evaluated using a variety of assessments, including both impromptu and prepared essays, presentations, quizzes, and exams. The course will cover works by F. Scott Fitzgerald, Ernest Hemingway, Arthur Miller, Nella Larsen, Willa Cather, Stephen Crane, Edward Albee, Joyce Carol Oates, and others.

American Diversity, American Identity
UEN373 1 credit
Prerequisite: Sophomore English
American Diversity/American Identity is an interdisciplinary course that provides an opportunity for students to explore diversity and examine the forms of oppression that impact our social systems and their own lives. The study of contemporary fiction by American authors from various cultural and ethnic backgrounds will provide an important lens through which we examine realities across the spectrum of American experiences. Students will be expected to analyze a variety of texts, and to engage in self-assessment with an eye toward making more conscious choices about how they utilize the influence they have on the communities in which they live. Thematic questions that we will consider include:

What are the promises of America? What is the “American Dream”? Is there a contrast between the rhetoric of America’s promises and the reality faced by various groups of Americans? Who or what determines the identity of an individual, group or society? How can individuals and groups act as agents of change in the pursuit of social justice? We will explore these questions in addition to the ones that are raised through our critical thinking, reading, writing, and discussion.

Text: The following authors and/or works may be among those included: Interpreter of Maladies by Jhumpa Lahiri, How the Garcia Girls Lost Their Accent by Julia Alvarez, China Men by Maxine Hong Kingston, The Laramie Project by Moises Kaufman, Song of Solomon by Toni Morrison, and The Color of Water by James McBride. Various short stories, poems and articles that will be provided.

The Margins of Literature
UEN363 1 credit
Prerequisite: Sophomore English
The Margins of Literature is a course that surveys a number of genres that are usually slighted by traditional literature courses, including letters, profiles and other essays, the graphic novel, journalism, literary criticism and works of philosophy. Along the way we also look at songs, stories, poems and film. Our concern will be to understand the primary characteristics of each genre, but also to come to an understanding of the texts we read in their own right. The readings in this course are extremely diverse and are chosen to appeal to a wide range of interests. Authors will include Michael Eric Dyson, Art Spiegelman, Barbara Kingsolver, Martin Buber, Virginia Woolf, James Agee and Plato. That said, this is also a writing course, and it is my first goal to help you develop the sophistication of your written voice. To that end, we will write a great deal, including writing in the genres that we read.

Contemporary Multicultural Voices
UEN383 1 credit
Prerequisite: Sophomore English
As time progresses and literature evolves, more contemporary, globally diverse literary voices have emerged. This course will explore these modern literary voices in a multitude of genres—both fiction and non-fiction—from globally framed contexts and perspectives. Synthesizing a myriad of contemporary voices which speak to some of the world’s most pressing issues and themes, students will develop their skills as critical and mature readers, writers, and thinkers. In addition, the course will challenge students to consider their roles as global citizens. By means of these powerful contemporary literary voices, students will work to develop their cultural competency, insight, and empathy. The course will encourage students to analyze and evaluate the extent to which the voices presented in the contemporary works of literature represent the diversity, complexity, and universality of the human condition.
British and American Fiction
UEN393 1 credit
Prerequisite: Sophomore English
This course, in which a selection of British and American novels, short stories, and plays is studied, takes no single theme as its focal point, but instead undertakes a broad investigation of the variety and complexity of the problems addressed by writers of different centuries. Students prepare a number of analytical papers in addition to in-class writing assignments. The course will consist of assigned readings of the different texts, vocabulary study, analytical and creative writing, and reading quizzes.

Text: The following authors and/or works may be among those included: Shakespeare’s Hamlet and Macbeth, Austen’s Pride and Prejudice, J.D. Salinger’s Nine Stories, John Steinbeck’s The Grapes of Wrath, Ernest Hemingway’s A Farewell to Arms, William Golding’s Lord of the Flies, and Maya Angelou’s I Know Why the Caged Bird Sings.

Survey of English Literature
UEN413 1 credit
Prerequisite: Sophomore English
This course is designed to introduce students to representative texts of English literature from medieval to modern times. In addition, students study seminal literary and cultural theories as a means of investigating both the stylistic features and social contexts of the English literary cannon.

Text: The following authors and/or works will be among those included: Chaucer’s Canterbury Tales, Shakespeare’s Othello, Lewis’s The Monk, selections of Romantic and Victorian poetry, and the works of Post-Colonial writers such as Derek Walcott, Salman Rushdie and Anita Desai.

Survey of English Literature (Honors)
UEN413H (AP/IB) 1 credit
Prerequisite: Junior English (department recommendation for honors)
The course is designed to introduce students to the breadth and depth of English literature. Students study major writers of various periods and discuss significant narrative elements, social patterns and ideological movements that influenced the writers of each age. Analytic papers require the application of pluralistic critical methods, thus entailing a working comprehension of the assumptions of Structuralism, New Criticism, New Historicism, Reader Response, Feminism, and Marxism. The following authors and/or works will be among those included: Beowulf, selections from Chaucer’s Canterbury Tales, Marlowe’s Dr. Faustus, Shakespeare’s King Lear, key passages from Milton’s Paradise Lost, Wilde’s The Importance of Being Earnest and the poetry of Donne, Pope, Johnson, Blake, Wordsworth, Coleridge, Byron, Shelley, Keats and W. B. Yeats.

Text: Norton’s Anthology of English Literature, 8th Ed., The Major Authors, W. W. Norton, 1986; Beginning Theory, Barry, University of Manchester.

Shakespeare and Modern Drama (Honors)
UEN423H (AP) 1 credit
Prerequisite: department recommendation
This course is a study of drama, with the primary focus on the study of some of the greatest Shakespearean plays and moving toward modern drama, watching how the genre has evolved and continues to evolve. We will begin by examining two of Shakespeare’s most famous tragedies, a beloved comedy, and a history that shares elements from both genres. We will move in a roughly chronological order, moving from Shakespeare to the development of modern drama and ending with late 20th century drama and the Theatre of the Absurd. During the year, students will also study poetry, beginning with Renaissance poetry and progressing to modern poetry throughout the year. Students will write a variety of essays, including analytical, reader response, and impromptu essays. Students will also periodically answer Advanced Placement English test essay questions as composition assignments. In addition, students will read selections from critical theory texts and apply the ideas presented to the texts that we study. Class will be run primarily as discussion. Students will be expected to complete regular daily reading and writing homework.

Class will be run primarily as discussion. Students will be expected to complete regular daily reading and writing homework.

Text: The following authors and/or works may be among those included: Shakespeare’s Othello, Much Ado About Nothing, Henry IV, Part I, Twelfth Night, and Hamlet as well as Heinrich Ibsen’s A Doll’s House, George Bernard Shaw’s Pygmalion, Oscar Wilde’s The Importance of Being Earnest, Anton Chekov’s The Cherry Orchard, Tennessee Williams’ A Streetcar Named Desire, Arthur Miller’s Death of a Salesman, Eugene O’Neill’s The Iceman Cometh, Tom Stoppard’s Rosencrantz and Guildenstern Are Dead, Thornton Wilder’s Our Town, Wendy Wasserstein’s The Heidi Chronicles, and Neil Simon’s Brighton Beach Memoirs.
of many great American novelists. Students study each writer’s view of reality, use of character, point of view, plot, theme, and style. This course includes an examination of the historical context and significant literary movements that shaped the novelists and their world. The creative and expository essay will form an important part of the course.

Text: Ordinary People, Ballantine Books; Pat Conroy’s Lords of Discipline and The Great Santini, Bantam Books; The Sun Also Rises; The Great Gatsby, Macmillan; Cold Sassy Tree, Dell; The Red Badge of Courage, Bantam Books; My Antonia; I Know why the Caged Bird Sings.

British Literature – Novels and Drama
UEN473 1 credit

Prerequisite: Sophomore English

This course is designed to expand and enrich the students’ reading experience by exploring eight novels and two plays of the masterpieces and the milestones. Selections cover four centuries and explore ten different impressions of reality. Books and plays are read and their ideas discussed in depth through both class discussion and critical writing assignments varying from several-question quizzes to a seven-page typed discussion of a particular theme topic. The course fosters the students’ ability to understand the basic elements of the selections read, analyze techniques and effects used by the authors, and evaluate what they have read.

Text: The following authors and/or works may be among those included: Bunyan’s The Pilgrim’s Progress, Austen’s Pride and Prejudice, Bronte’s Wuthering Heights, Hardy’s Tess of the D’Urbervilles, Conrad’s Heart of Darkness, Lawrence’s Sons and Lovers, Joyce’s A Portrait of the Artist as a Young Man, Golding’s Lord of the Flies, Shakespeare’s Julius Caesar and Shaw’s Man and Superman.

Victorian Literature and Culture
UEN493 1 credit

Prerequisite: Sophomore English

This course will focus on the literature of the Victorian period in Britain (1832–1901). During the years of Queen Victoria’s reign, Britain was the undisputed industrial, economic, and cultural leader of the world. This course approaches the study of this rich and dynamic period by exploring some of its poetry, novels, and non-fiction prose works. We will consider what these works tell us about the Victorians’ view of art, science, gender, education, religion, and the British Empire (including, at that time, India), and, in contrast, what they help us reveal about our own 21st century American views of these same issues.


Literature and Law
UEN513 1 credit

Prerequisite: Sophomore English

Almost half the law schools in America offer courses on law and literature. It seems that law professors detect a similarity between the work that lawyers and judges do and the work that novelists, poets, and literary critics do. In this course we will find out for ourselves what the similarities might be. We will consider literature that takes the law as its subject (Sophocles’ Antigone, Susan Glaspell’s Trifles, Franz Kafka’s The Trial, etc.), but we will also explore the powerful influence that contemporary literary theory has had upon the study of the law. For instance, lawyers arguing cases and judges writing opinions are mostly telling stories, and literary theory has a lot to say about how and why we tell the kinds of stories we do. Throughout the course, we will keep in mind that law has always been a matter of some people writing rules for other people, and we’ll pay close attention to stories, factual and fictional, where the smooth operation of such a system has been challenged. Our texts and topics will range as far back as law goes, to the Code of Hammurabi, and on to Plato, the Bible, the Salem witch trials, even the O.J. Simpson trial. We will also do a good deal of fascinating reading in American constitutional law.

Text: Antigone, Sophocles; Billy Budd and Other Short Stories, Herman Melville; The Trial, Franz Kafka; Trifles, Susan, Glaspell; Interpreting Law and Literature: A Hermeneutic Reader, Sanford Levinson and Stephen Maulloux.

Mythology in Contemporary Literature: The Hero’s Journey
UEN523 1 credit

Prerequisite: None

In 1949, author Joseph Campbell published a work that would change the study of comparative mythology as the world knew it. Through his exploration of the “monomyth,” Campbell studied, analyzed, and argued that all mythic narratives are ultimately the same innate story. Today, we commonly refer to Campbell’s model as simply, “the hero’s journey.” This course will explore literary depictions of expeditions as both external and internal events. Whether it is an inward journey, an adventurous quest, a homeward voyage, or an imposed exile, each path provides a traveler with challenges that test, shape, and ultimately reveal one’s true character. Through a sweeping lens that ventures across generations, genders, and genres the course will explore how an ever-changing landscape can affect our humanity.

Texts may include: The Light Between Oceans by M. L. Stedmen; The Perks of Being a Wallflower by Stephen Chobsky; The Girl Who Fell From The Sky by Heidi W. Durrow; Cold Mountain by Charles Frazier; The Fault in our Stars by John Green; The Road by Cormac McCarthy; The
Success and Prosperity, Past and Present: East Asian Literature (Honors)

UEN533H  1 credit

In this course students will study modern literature from China, Japan, and Korea in part by examining how writers borrow from traditional culture as they explore universal themes like family, education, individual and community, power, and gender. Historically in East Asian countries, education in the classics was the key to getting a good job and achieving success and prosperity. Although their countries’ educational systems were revised in the nineteenth and twentieth centuries, modern Chinese, Japanese, and Korean writers remain influenced by ancient and traditional texts and beliefs – the Confucian, Daoist, and Buddhist themes apparent in classical literature and folklore. Modern literature also reveals writers borrowing from each other’s national traditions and from the West as they represent their countries’ historical and cultural challenges, including the imposition of Western culture, the Sino-Japanese wars (and WWII), and the Cultural Revolution in China and its aftermath, the separation of North and South Korea, and the exponential growth in the economic, political and cultural powers (K-Pop!) of these countries in the last 50 years.

The readings will be drawn from these texts and sources:

Traditional texts:

China:
- Confucius’ The Analects, from Sources of Chinese Tradition (Columbia UP, 1999);
- Chuang-Tzu, from Sources of Chinese Tradition (Columbia UP, 1999);
- Monkey: A Folk Novel From China, trans. by Arthur Waley (Grove, 2007)
- Poetry by Li Po, Du Fu, Wang Wei and others, from The Columbia Anthology of Traditional Chinese Literature (Columbia UP, 1994)

Japan:
- The Tale of Genji, from Traditional Japanese Literature (Columbia UP, 2008);
- The Tale of Heike (Penguin, 2008);
- The Pillow Book of Sei Shonagon from Traditional Japanese Literature (Columbia UP, 2008)

Korea:
- Sijo poetry from Early Korean Literature: Selections and Introductions (Columbia UP, 2000)

Modern Texts:
- Kim, Richard. Last Names: Scenes From a Korean Boyhood (U of California P, 1998);
- Murakami, Haruki. Norwegian Wood. (Vintage, 2000);
- Natsume, Soseki. Kokoro. (Penguin 2010);
- Sijie, Dai. Balzac and the Little Chinese Seamstress. (Anchor, 2002);

Short Fiction
UEN543  1 credit

Prerequisite: Sophomore English

Each semester of this course will examine the development of the short story and novella from conventional story to experimental tale. Students will respond to the works of writers from various cultures whose works explore important themes of the modern world. Through research and class discussion, students will develop the skills necessary for literary analysis and apply these skills in both subjective and objective critical approaches. Analytical essays, oral presentations, and original creations and presentations will articulate their understanding of the human condition, as well as their own values and belief system. Supplemental study of critical and general vocabulary, the writing process, and the philosophy and psychology of modern and postmodern movements will broaden student expression. Ultimately, the goal of the course is to foster appreciation for the precision of short fiction so that students may independently enjoy this genre of literature.

Text: Short Novels of the Masters, Carroll & Graf; The Art of the Tale, Penguin Books

Introduction to Literary Criticism and Theory (Honors)

UEN553H  1 credit

Prerequisite: Sophomore English

This course is designed to introduce students to the various modes of literary study they are likely to encounter in the college classroom. Among these modes we must include the conventional formalist approach, but we will also explore several fields of critical theory, such as feminism, psychoanalysis, structuralism and post-structuralism, Marxism, and new historicism. We will also make forays into fields influenced by literary theory, such as cultural studies and critical legal studies. Throughout the course we will apply the methods we study to a diverse array of literature.

The goal of the course is twofold: to familiarize students with the basic theoretical concepts and vocabulary they are bound to encounter in their college literature courses and to deepen their understanding of the complexity of language. Class time will consist primarily of discussion, with some lecturing where needed. We will also investigate the applicability of the theories we study to other media, including movies, TV shows, Supreme Court cases, music, and advertisements. Moreover, we will utilize laptop computers to conduct theoretically-informed “readings” of the Internet. For the most part, though, we will read and puzzle over difficult texts. Most students will find one or more of these provocative texts appealing, and individual exploration and projects will be encouraged.

Text: The readings for the course, primarily in the form of handouts, will consist of seminal texts by authors who changed the way we understand language and writing (Nietzsche, Marx, Saussure, Freud) and representative works of modern and post-modern thought (Eliot, Barthes, Benjamin, Jameson, and Kristeva). We will
devote several weeks to various theories of feminism and will read such important feminist theorist as Woolf, Beauvoir, Gilbert and Gubar, and Cixous. Finally, we will read all this theory against a background of literature no less demanding or exciting, including works by Morrison, Shakespeare, Poe, Dickinson, Stein, Brecht, Borges, and Beckett.

Women’s Literature: Her Story in History (Honors)

UEN563H 1 credit
Prerequisite: Sophomore English and Teacher recommendation
In this course students will survey literature by women, often about women, but not for women alone. In reading a wide range of women's literature, including critical articles, prose, drama, and poetry, we will explore the unique impact of gender on literature. Students will study the social, economic, political, and historical forces that have shaped these writers and women’s lives in society. The course will be taught primarily from a feminist perspective, but students should be open to a variety of interpretive frameworks for discussing texts.

Texts may include: *Women’s America: Refocusing the Past* edited by Linda Kerber, et al; *A Room of One’s Own* by Virginia Woolf; *Antigon* by Sophocles; *Snow Flower and the Secret Fan* by Lisa See; *A Doll’s House* by Henrik Ibsen; *The Awakening* by Kate Chopin; *Sula* by Toni Morrison; *The Color Purple* by Alice Walker; Various critical essays and short works that will be provided.

Rhetoric, Composition, Innovation and Creativity

UEN573H 1 credit
ENG573H is an Honor's course in rhetoric geared toward writers. Students will learn an advanced style of rhetorical analysis and look at a variety of textual styles. In examining and analyzing a variety of textual styles, students will be able to identify rhetorical strategies and fallacies, analyze the efficacy of an argument, examine the strengths and weaknesses of various rhetorical strategies and styles, and apply these valuable lessons to their own writing. The course will divided into units based on a particular sub-genre of non-fiction writing. Each unit will encourage students to study the sub-genre via textual readings and complete analytical writing assignments in the style of rhetorical analysis. Students will then produce a creative piece of writing in the sub-genre they are studying in the style of a peer edited creative writing course. The sub-genres include: memoir, investigative journalism, vivid description, "lyric essay", personality profile/biography, satire, short-form argument, researched argument, popular review, long-form criticism, advertising, visual argumentation, speeches, documentary and blogging. Through study and use of the various styles of non-fiction writing, students will gain an understanding of the nuanced and complex forces language and logic are capable of achieving.

Texts:
Books: Best American Non-required Reading 2014, ed. by Dave Eggers; Best American Magazine Writing 2014; (Anthology of Creative Non-fiction, TBD, possibly The Nonfictionist’s Guide, ed. by Robert Root); Outliers, Malcolm Gladwell; Everything Bad is Good For You, Steven Johnson; Wild, Cheryl Strayed; Nickel and Dimed, Barbara Ehrenreich; Bird by Bird, Anne LaMott; Essays: "This Old Man" Roger Angell; The Gettyburg Address; "Mother Tongue" Amy Tan; "High Tide in Tucson" Barbara Kingsolver; "The Things They Carried" Tim O’Brien; "Armegeddon in Retrospect" Kurt Vonnegut; "My Life’s Sentences" Jhumpa Lahiri; "Where I Slept" Stephen Elliott; "Suicide Catcher" Michael Paterniti; "Introduction" Sufjan Stevens; "Ghost Children" D. Winston Brown; "Roger Ebert" Chris Jones; "For us to Surrender is Out of the Question" Mac McClellen; "The Game of her Life" Tim Crothers; "Mid-life Cowboy" James Spring; other essays from Sherman Alexie, Joan Didion, George Orwell, James Baldwin, Christopher Hitchens, Eula Biss, George Saunders, David Sedaris, Truman Capote, Eric Schlosser, Joyce Carol Oates, Charlie LeDuff, Rachel Carson and David Foster Wallace.


Films: Exit Through the Gift Shop, dir. by Banksy; Sieko, dir. by Michael Moore; The Fog of War, dir. by Errol Morris; Man on Wire, dir. by James Marsh.

Introduction to Theory of Knowledge

UEN583H 1 credit
Prerequisite: Admission to either Theory of Knowledge (TOK) course is, as with all honors courses in the English department, subject to the purview of the Learning Consultant, the English faculty, the DP Coordinator and the TOK instructor.

The Introduction to the Theory of Knowledge accentuates critical inquiry in the study of Ways of Knowing, pursuing such questions as, “What counts as knowledge? . . . What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge? . . . What makes [Intro to] TOK distinctively different from standard academic disciplines is its process. At the center of the course is the student as knower, articulating perspectives such as “What do I claim to know [about x]? Am I justified in doing so [how]?” in conjunction with their own experience and “their understanding of knowledge as a human construction” (TOK Guide, March 2006, IBO).

The Introduction to TOK explores the axiomatic assumptions and fundamental concepts underlying the scientific method and historiography. Concentrating on science’s domination of nature and the pervasive influence of politics, students reflect upon the role of psychotechnology in their lives while investigating the theme of dystopia in canonical science fiction. Readings include an IBO-approved primer for Theory of Knowledge plus Books 5-6 from Plato’s *Republic*, Huxley’s *Brave New World*, Orwell’s *1984* and Philip K Dick’s
Confessions of a Crap Artist plus articles and essays pertinent to contemporary intercultural perspectives and events.

Students compose brief responses to directed questions concerning various ways of knowing and areas of knowledge. Unit papers integrate reflective research and response theory in order to encourage students to link their personal justifications with their understanding of existing knowledge claims, counter claims, and alternative justifications.

EN583H, open to non-IB juniors and non-IB seniors as English credit, is a required course for candidates enrolled in the International Baccalaureate Diploma Programme.

Seminar in Theory of Knowledge
UEN593H 1 credit
Prerequisite: Admission to the Seminar in Theory of Knowledge (TOK) is reserved for seniors pursuing the International Baccalaureate Diploma Programme. The Seminar in the Theory of Knowledge extends upon the introduction to the course in fulfillment of the assessment criteria of the IB DP. Students develop individualized articulations of their own theory of knowledge, draft position papers in response to IBO “Prescribed Titles” (Topics), and deliver presentations (the Internal Assessment) as a self-evaluation and extended analysis of their studies in epistemology (i.e., TOK). The seminar entails an in-depth examination into meta-ethics (i.e., derivations of the moral good) and aesthetics and includes guidelines and class time for the IB candidate to make progress on the Diploma Programme’s required Extended Essay (E/E).

Readings include IBO-approved TOK textbook plus the collegiate text About Philosophy plus articles and essays pertinent to contemporary intercultural perspectives and events.

Literary and Cultural Perspectives on Sports
UEN613 1 credit
Prerequisite: Sophomore English
Contemporary culture places extraordinary value on sports: we devote a great deal of energy, money, emotion and other resources to sports. Through a series of literary pieces – epic, drama, novel, short story and poetry – this course will examine sports as a metaphor for meaningful relationships and values passed down through generations, from Homer to August Wilson. Papers, projects, tests and quizzes will provide students with opportunities to hone their skills relative to formal analysis, reader response, research, and oral presentation.


Madeline Blais. In These Girls Hope Is a Muscle. Grand Central, 1996. Amherst, MA girls HS hoops

Supplemental Readings - Poetry & Other Texts (course pack):

• William Blake. “The Echoing Green”:
  http://www.portablepoetry.com/poems/william_blake/the_echoing_green.html
• A.E. Housman. “To an Athlete Dying Young”:
  http://www.poets.org/viewmedia.php/prmMID/19373
• James Dickey. “In the Pocket” poem – football = warfare
• James Wright. “Autumn Begins in Martin’s Ferry, Ohio”
  http://www.poets.org/viewmedia.php/prmMID/15590
• Ernest Thayer. “Casey at the Bat”:
• Grantland Rice. “Alumnus Football”:
• Lou Abbott and Bud Costello. “Who’s on First?” excerpt from The Naughty Nineties
• George Carlin. “Baseball and Football”
• A. Bartlett Giamatti, “The Green Fields of the Mind”:
  http://mason.gmu.edu/~matz/giamatti.html
• Arthur Krentz, Play and Education in Plato’s Republic”:
  http://www.bu.edu/wcp/Papers/Educ/EducKren.htm
• Heather Reid, Sport, Education, and the Meaning of Victory”
  http://www.bu.edu/wcp/Papers/Spor/SporReid.htm
• Homer, translated by Robert Fagles, Book 8 of Odyssey, “A Day for Songs and Contests” and Book 21, “Odysseus Strings His Bow”.
• Homer, translated by Robert Fagles, Book 23 of Iliad, “Funeral Games for Patroclus”.

<table>
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<tr>
<th>UPPER SCHOOL – HEALTH EDUCATION</th>
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<td>The U/S Health class is a one-semester class required for graduation that is taught in 9th grade. Units included in the course include substance abuse education and prevention, emotional health, physical fitness, nutrition, first aid and CPR, and human sexuality/reproductive health. Emphasis is placed on comprehensive knowledge of all subjects taught. Science classes also teach aspects of health education within that curriculum. Courses that cover health are</td>
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Revised February 2016
biology, life science, anatomy and physiology, and biopsychology.
In the U/S, all students have access to a nurse, counselor, and athletic trainer at all times. They all provide individualized health education as needed.

Health Education

**UHE131, UHE132** 1/2 credit
Prerequisite: none
One semester of Health Education is required for graduation. The course is designed to assist students in making healthy choices. There are four content areas which are covered in the course: cardio pulmonary resuscitation (CPR); nutrition and fitness and their effect on acute and chronic illness; drug education and substance abuse prevention; and reproductive health and issues related to sexuality. The course emphasizes the importance of well-being and making informed choices for optimal health.


### UPPER SCHOOL - HISTORY

The history department creates an environment and a selection of courses that promote active student interest and involvement in history. Students come to understand the approaches, methods, and process of historical inquiry. Through the utilization of primary and secondary evidence, students learn how to evaluate issues and defend them verbally and in writing from a historical perspective. Honors course at all levels study in more depth a greater variety of topics at a faster pace. The past is viewed as a tool to make judgments on contemporary issues and to assess the future. The history curriculum affords opportunity to those seeking Advanced Placement college status, and to all desiring a broadly based liberal education.

The required Grade 9 course, Ancient and Non-Western studies, creates an awareness and appreciation of the significant civilizations and cultures of the past and the origins of the world’s great religions. Required Grade 10 Western Civilization emphasizes the ideologies, forces, and trends in history, and the relationship of geography to history. Juniors may select from a menu of focused courses to fulfill their American History requirement. For seniors, one semester of American Government is mandatory and complemented by an extensive elective system of second semester non-honors courses based on strengths of department members and student demand. Honors courses at these levels cover in more depth a greater variety of topics at a faster pace. Advanced Placement sections are available to students.

Research and writing skills are emphasized; essay writing and papers are required each semester.

Numerous field trips, such as the DIA, Ford Rouge Plant, Wayne County Circuit Court, The Detroit Economic Club, and the Motown Museum, complement visiting speakers and classroom instruction. Extracurricular opportunities exist for summer government- and economic-seminar programs through the college counseling office and related club activities.

**Ancient and Non-Western World**

**UHS113, UHS113H** 1 credit
Prerequisite: department recommendation for HS113H
After establishing a foundational understanding of the concepts of culture and civilization, this survey of the Ancient and Non-Western world seeks to develop an appreciation of the cultural traditions, geo-political structures and the religious worldwide views that have shaped the modern experience. This course begins with a study of Mesopotamia and includes analysis of Egyptian, Indus, Greco-Roman, Middle Eastern, Chinese, and Medieval European societies.

Employing our laptop technology, students also learn effective research techniques and develop the ability to evaluate primary and secondary sources both online and in print.


**Modern World History**

**UHS223** 1 credit
Prerequisite: None
This class is designed to deepen understanding of the values and institutions characteristic of Western civilization and the contemporary world, and to analyze the accomplishments and failures of the various European societies and other nations of the world that are impacted by their imperialist advances. The course commences with the Age of Enlightenment and its challenges to Absolutism. We explore revolutions that spring out of the Enlightenment, the Age of Industrialization and its impacts, the Age of Imperialism, World War I, how the Great Depression and times of chaos led to the rise of dictators, World War II, the Cold War, and the course finishes with modern studies of several key regions of the world. Through our studies, students endeavor to develop the skills necessary to be lifelong learners. They practice critical thinking, enhance reading comprehension, develop research skills and practice analytical thinking through oral and written expression. Students practice effective research using the Internet, databases, and traditional methods. Students also participate in projects that utilize the creation of web pages and PowerPoint presentations.

Modern World History (Honors)
UHS223H 1 credit
Prerequisite: None
This advanced course is designed to deepen understanding of the process and events that led to the development of the values and institutions characteristics of the contemporary world. The content is similar to that of UHS223, but this course features about 50% more reading as the text will be heavily supplemented. Students choosing this course should be active learners as the course emphasizes experiential and project-based learning activities. While students will practice study techniques, critical thinking, and research skills, the emphasis will be on critical reading of sources and analytical essay writing.


AP European History (Honors)
UHS233H 1 credit
Prerequisite: Department recommendation
AP European History is designed to provide advanced students with an undergraduate level course for which they may receive college credit and to provide a basis for preparation for the AP examination on European History. The course will enable students to acquire an in-depth understanding of the major political, social, cultural, intellectual and economic developments in Western civilization from approximately 1450 to 1990. Students will be required to read extensively and to write two research papers. As a result, students will be able to acquire a basic factual background, to appreciate the development of the major themes in European history and to understand the basic tenets of historical analysis.


AMERICAN STUDIES

United States History: 1861-1930
UHS311 ½ credit
Prerequisite: None.
Through this course we will be recounting important stories of events and people who can serve as models of who to be and not to be, what to be involved with and what to avoid and can serve as the basis of decision-making all our lives. Class discussions and readings will focus on historical issues that challenge every student to think independently and to articulate ideas in a clear and well-supported fashion. “Why?” or “what do you think?” questions are more central to the history classroom than “what happened?” As in class discussions, writing assignments focus on helping students develop clarity and sophistication with an emphasis on exposition and analysis. An emphasis will be given to economic and social changes of the late nineteenth century and the emergence of the United States as a world power. Important themes include the transformation of the United States into an urban industrial society, the dilemma of race, the changing role of women, the Great Depression, and the political and social response to these issues.

Text: America’s History since 1865, Vol. 2/Edition 7 by James A. Henretta, Lynn Dumenil, David Brody, Susan Ware

United States History- 1930 to Present
UHS312 ½ credit
Prerequisite: None
What were the major events and trends that helped shape American society throughout the twentieth century? This course is a chronological survey attentive to the political, economic, cultural, social, and constitutional developments by which the United States grew. All students should enter the course with a thorough grounding in the foundation skills for historical study, including critical reading skill, the ability to analyze difficult primary and secondary sources, and writing sophisticated argumentative essays. Participation is particularly important in this course, and so students should be prepared to engage regularly in spirited but civil class discussions. This second semester course begins with U.S. involvement in World War II. Emphasis is given to the Cold War and rising global involvement of the United States. Other topics include the Civil Rights movement, the social and political turmoil of the 1960s, the “War at Home,” the Nixon years and the Reagan Revolution. The course will conclude with the analysis of the United States position in the twenty-first century as the lone Superpower.

Text: America’s History since 1865, Vol.2/Edition 7 by James A. Henretta, Lynn Dumenil, David Brody, Susan Ware

The Real American Revolution
UHS321 ½ credit
Prerequisite: None
Every nation, David Potter wrote, needs “cultural nourishment” that comes from both its folklore and its history. This course in the origins of the American Revolution attempts to introduce the students to the events and people that divided the colonists from one another and the issues that united them in rebellion; included in course will be the incidents and ideology that convinced colonists that the British king, parliament, and people were conspiring to deprive them of their liberty, the reasons that some Americans remained loyalists while others became rebels; the consequences of the Revolution for women, African Americans, and Native Americans will also be examined. In the early 1770’s towns throughout the colonies were scenes of actions, decisions and ideas that ignited a war with the crown. The real rebels and patriots are not the marbleized icons of the 1789 ratified Constitution, but rather the unknown and forgotten political organizers of Worcester, Springfield, Charleston and Richmond. These real radicals, rebels, patriots and levelers were the small farmers, the artisans, the laborers and a multitude of women rarely mentioned today; they gathered at meetinghouses, taverns and village greens to oppose the crown and to drive towards self-
students to participate in web quests, cooperative group work, and oral presentation.

20th Century American Foreign Policy
UHS343 1 credit

Prerequisite: None
How did the place of the United States in the world evolve over the course of the 20th Century? To what extent and why did we get involved in various conflicts and other missions throughout the world? While doing an overview of American History in the 20th Century, this course will focus on the United States' involvement in global affairs from 1898 to the present. Some points of focus will be: the rise of United States Imperialism, U.S. involvement in World Wars, the U.S. role in the United Nations, the Cold War with specific emphasis on Korea and Vietnam, and we'll end the year looking at the United States' role in current global affairs. Students will use the material to strengthen writing, verbal and research skills in a variety of assessments throughout the year.


United States History AP (Honors)
UHS313H (AP) 1 credit

Prerequisite: Department recommendation
United States History AP is designed to be the equivalent of an introductory college course. This year long class does prepare students for the Advanced Placement exam in the spring. The course traces the basic themes in American history from the colonial era through the 1980's. After an initial examination of the dynamics of the slavery issue in early America, the nature of the American Revolution, the development of the Constitution and the emergence of political parties in the new republic, America's nationalism and expansionism as well as the rise of sectional discord are surveyed. The early economic development of the nation and the rise and impact of the industrial age are explored. Reform movements like Jacksonian democracy, Populist, progressivism and the New Deal are examined and related to similar efforts made in the 1960's and 1970's. Special attention is given to the challenges and progress of women and minorities. Students are expected to read assignments independently and spend class time exploring historical perspectives, working with primary source material and engaging in investigative web activities.


History of the Americas IB (Honors)
UHS333H 1 credit

Prerequisite: None
This is an advanced course covering the history of the countries of North and South America focusing on the period from 1865 to the present. Topics covered include the achievement of independence of Latin America and the United States—including the adoption of the U.S.
Constitution—Latin American development, inter-American relations, and the impact of the Cold war on those relationships. The course will focus on critical analysis of the sources of historical knowledge. The course requires students to be proficient writers as tests are essay only.

Text: *America: A Narrative History*, George Tindal, 8th Ed.

**American Civil War**

UHS412 ½ credit

Prerequisite: None

After an examination of the complex causation of the war, the raising and organization of armies, the strategies, tactics, and technology of the war and the major personalities of the period are surveyed from First Manassas through Appomattox. Extensive focus is given to civilian vs. military direction of war. To complement the military concentration, the life of the common soldier, spying and guerrilla warfare, medicine, prison camps, war financing, international diplomatic developments and the politics of war are examined. A spring field trip to nearly every major battlefield site in the Eastern theatre communicates an appreciation for our American heritage through “living history.”


**Economics**

UHS442 ½ credit

Prerequisite: None

This course introduces students to basic economic concepts and the interaction of business, consumer and the government in the American marketplace. The anatomy of consumer demand, marketing and advertising will be explored. Attention is given to market structures, business organization and corporate governance with special emphasis on entrepreneurial ventures. An overview of the stock market’s recent history, student generated investigative multimedia presentations on Dow Jones listed corporations and broker visits preface the commencement of our annual stock simulation. The semester ends with an examination of government regulation with respect to corporate responsibility for product, environment and community.


**Recent American Social History**

UHS452 ½ credit

Prerequisite: None

Designed for seniors, this social history survey course focuses on discussing and analyzing primary and secondary materials (including film, music, photographs, oral history, and documentaries) of the 50’s, 60’s, and 70’s to explore the culture of Post WW II American Society. Readings include, but are not limited to: *Destructive Generation: Second Thoughts About the '60s*, by Peter Collier and David Horowitz (New York: Summit Books/Simon & Schuster, 1989) ISBN 0-671-66752-1; *On the Road* (1948-1956) by Jack Kerouac (ISBN 0-14-004259-8); Songs by Bob Dylan.

**AP US Government & Politics (Honors)**

UHS453H ½ credit

Prerequisite: Department recommendation

This course is designed to be an equivalent to a college introductory political science course. This year long class covers the recommended content areas tested on the Advanced Placement exam in the spring. They are as follows: the constitutional underpinnings of democracy in America; political beliefs and behavior; political parties, interest groups and mass media; national institutions (i.e. the congress, the presidency and federal courts); the federal bureaucracy within the policy making process; and civil liberties and civil rights. Student generated multimedia presentations or investigative web assignments focus on topics such as voter turnout, third parties, national interest groups, Michigan’s congressional delegation, and U.S. Supreme Court cases. Recent videos, speakers and an excursion to Wayne County Circuit Court supplement classroom activity.


**Contemporary World History (Honors)**

UHS463H (IB) 1 credit

Prerequisite: None

Contemporary World History is a seminar-style course that explores significant moments in 20th Century world history that have ramifications to the current day. Topics will include, but are not limited to: the Rise of Single Party and Authoritarian States including China, the USSR, Kenya, and Cambodia; and Nationalist and Independence movements in Africa and Asia including Algeria, Belgian Congo/Zaire, India, Southeast Asia, and China. We will also study the crises in communist states in the 1970s and 1980s. Students can expect daily reading in a seminar style course with a variety of assignments that emphasize writing and critical thinking. Participation is heavily weighted in this course. Contemporary World History fulfills the standard level and one year of the higher level IB History elections. It is however, open to non-IB candidates as an honors course. The course does not replace the government requirement of Detroit Country Day School.


**American Government**

UHS471, UHS472 1 credit

Prerequisite: None, Required of all seniors

This semester course examines the constitutional underpinning and functioning of the American government. Political beliefs and behavior, political party formation, campaigning, and voter turnout are explored.
The impact of special interests and the mass media follow. The key components of the national government: the presidency, congress, and courts are investigated in depth. Special attention is given to local and state government and issues. Student-generated multimedia presentations and investigative web assignments cover such topics as third parties, interest groups, Michigan’s congressional delegation, and U.S. Supreme Court cases. Recent videos, speakers and a Wayne County Circuit Court trip enhance the experience of the class.


**Information Technology in a Global Society [ITGS] IB**

**UHS513h**  
**1 credit**

The Information Technology in a Global Society (ITGS) course is the study and evaluation of the impact of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts. Although ITGS shares methods of critical investigation and analysis with other social sciences, it also considers ethical questions found in the study of philosophy. Students come into contact with IT on a daily basis because it is so pervasive in the world in which we live. This widespread use of IT inevitably raises important questions about social and ethical issues that shape our society today.

ITGS is offered as an IB diploma course, but is open to any junior or senior. No recommendation is required.

**21st Century Global Issues**

**UHS492**  
**½ credit**

Prerequisite: None

Global Issues of the 21st Century is a course that will delve into the forces shaping the future and the history of the 21st Century. Some of the topics that may be included are: urbanization, civil war, nations in transition, child labor, humanitarian intervention, global trade, weapons of mass destruction, migration, human rights, world hunger and environmental issues. We will develop a general understanding of the various topics and then investigate specific issues further through case study. For example, we will look specifically at the issue of Child Labor in India and Uganda and the impact of Urbanization in China, or the challenge of the transition to democracy in Iraq and Afghanistan. This course will be discussion and activity based.


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**Upper School - Interdisciplinary**

The interdisciplinary courses combine content from both traditional and non-traditional areas of study in order to give students experiences in learning and leading across content areas.

**Leadership & Technology**

**UID111**  
**1 credit**

This seminar is for Grade 9 students who are new to Detroit Country Day School and is designed to increase student success at DCDS. Topics include time management, note and test taking, laptop applications, critical thinking skills, college planning, DCDS culture and expectations, and how to participate in the DCDS community.

This course will teach students how to:

- Take personal responsibility for shaping their high school experience
- Identify resources that are available to assist students in their academic and personal growth
- Describe and use specific methods to read textbooks with improved retention, take effective notes, and prepare for and take tests in all subject areas
- Interact effectively with faculty
- Locate and utilize a variety of media services and resource materials
- Identify the essential elements of critical thinking and apply those elements to issues both inside and outside the classroom
- Manage time more effectively
- Succeed in the laptop program

Classes will use a variety of formats: lectures, small group discussions, guest speakers, exercises, questions and answers, and opportunities to express what students are thinking and feeling. Competency assessments will be given to be certain the students have mastered these urgently needed skills.

For those freshmen who have been part of the DCDS community and have come from our Middle School, the Freshman Lunch Program takes place in the fall semester of freshman year. The program involves gathering small groups of students for lunch meetings with the Coordinator for Early High School Success to talk about freshman classes and experiences to date, to answer questions or allay concerns, to provide information on what freshmen can be aware of about the college process at such an early point of their Upper School career, and as a forum for the counselor to get acquainted with the students on an individual basis. The meetings are valuable also as a means to reinforce the support systems in place for our young students.

Both the Leadership class for new students and the Freshman Lunch Program for our continuing Middle Schoolers are intended to ease and shorten the transition period to the Upper School.

**Science and Mathematical Analysis**

**UID511, UID512**  
**½ credit**

Prerequisite: Completion of Algebra II and a laboratory science
This interdisciplinary course is taught jointly by the mathematics and science departments. Students use a team-based laboratory approach to investigate a dynamic range of physics, mathematics, social and biological science problems. Calculators, computers and other tools of mathematical and scientific investigation are extensively utilized.

The Analysis and Psychology of Leadership
UID522  ½ credit
Prerequisite: Senior Standing
This second semester senior only course will allow students the opportunity to compare the outcomes of historical events to what is suggested by recent psychological research. The battles of Thermopylae, Salamis, and Plataea will be examined in an effort to explore man's restless nature and the facets of courage, and the impact these have on behavior. The battles of Alexander the Great and Wellington’s Waterloo campaign will be used as a mechanism to present the values of forward leadership, camaraderie, and discipline, and will be related to recent research in psychology. Finally, these topics will be tied together as a means to demonstrate the importance of the study of history and as real life examples of current psychological findings.


Personal & Business Finance
UID531, UID532  ½ credit
Prerequisite: None; Preference given to seniors
Personal Finance is a one semester course. The course is designed to give students an introduction to personal and business finance and investing skills they can use for years to come. Students will explore financial career decisions, fundamentals of investing, personal financial protection and personal taxes. Another integral component of the curriculum is the application of decision-making skills that enables students to become more responsible consumers, producers, or business entrepreneurs. Instructional strategies will include the use of class discussions, demonstrations, projects, cooperative learning, simulations, real world experiences, guest speakers and internet activities. By the end of the semester we will have developed a class of financially literate students who will be on their way to being financially secure today and in the future.


Software: Virtual Business - Personal Finance javascript: popUp (‘vbpf_checkbook.jpg’, 470,638)

UPPER SCHOOL – MATHEMATICS

The mathematics department at Detroit Country Day School emphasizes critical and creative thinking in the study of mathematics and attempts to foster precision, orderliness, and clarity of thinking. The knowledge, understanding, and application of mathematical concepts developed in the Upper School years are extremely important for our students so that they may be better prepared to meet the demands of the future. Of utmost significance are the character, values, and confidence that students build during these years. We feel that it is extremely important that students have a positive perception of their ability to work successfully with mathematics.

Toward the accomplishment of these goals, the mathematics department offers courses for students of varying levels of ability and interest. The basic required sequence for graduation is Algebra I, Geometry, and Algebra II. Additional courses are available for the student in Precalculus, Statistics, Finite Math, Calculus I/II/III, Linear Algebra, Discrete Mathematics, Number Theory, and Advanced Topics in Mathematics. In some cases, it is possible to study Geometry and Algebra II concurrently. Graphics calculators are used extensively and are required of each student in Algebra II and beyond. Laptop computers, a variety of software programs (such as Geometer’s Sketchpad, Microsoft Excel and Word, and WeBWorK), and online resources (such as MathXL and Hotmath) are used in the mathematics classrooms to enhance these courses.

Algebra I
MA103  1 credit
Prerequisite: Pre-Algebra
This is a one-year course designed to provide the student with a strong foundation for subsequent secondary mathematics courses. Course content includes the properties of the real number system, equation solving, operations with polynomials and rational expressions, factoring polynomials, graphing linear and quadratic equations and inequalities, working with functions, solving systems of equations, and operations with matrices.


Intermediate Geometry
MA113  1 credit
Prerequisite: Algebra I and Department Recommendation
This course integrates topics from geometry and algebra and includes an introduction to plane and spatial geometry, coordinate geometry, and constructions. Emphasis is placed on the exploration of standard geometric topics in concrete ways using construction, projects, and technology to develop concepts. The focus of this course is to develop functional proficiency with skills involving the study of shapes and their properties.
This course does not include two column proof, and is followed in the math sequence by Intermediate Algebra. Students study concepts of length and measure, congruence, similarity, indirect proof, ratio and proportions, quadrilaterals and polygons, circle and angle relationships, areas and perimeter of polygons, and volumes and surface area of solids.


**Geometry**  
**MA123**  
1 credit

Prerequisite: Algebra I  
This course integrates topics from geometry and algebra and includes an introduction to space geometry and coordinate geometry. The emphasis is on the development of logical and sequential reasoning within the structure of a geometric system, and the development of the basic postulates and theorems of Euclidean geometry. Students study concepts of formal proof, congruence, similarity, indirect proof, ratio and proportions, quadrilaterals and polygons, circle and angle relationships, areas and perimeter of polygons, and volumes and surface area of solids.


**Geometry (Honors)**  
**MA123H**  
1 credit

Prerequisite: department recommendation  
This course integrates topics from both algebra and geometry. Emphasis is placed on the development of logical reasoning within the mathematical systems studied. The basic postulates and theorems of Euclidean geometry are developed and the concept of formal proof is studied in depth. In addition to the traditional topics of geometry, basic concepts of logic, set theory, graph theory, constructions, and transformational geometry are studied.


**Intermediate Algebra**  
**MA213**  
1 credit

Prerequisite: Algebra I and departmental recommendation  
This second year algebra course is designed for those students who have taken Algebra I but need to have the basic skills of that course reinforced. The emphasis will be on developing an understanding of the structure of algebra so that students have the mathematical tools and the self-confidence to utilize mathematics successfully. The graphing calculator will be used and students will be taught to apply mathematics to real-life situations. The syllabus will include all of the topics that are studied in a traditional Algebra II course (see MA223 course description). Successful students will be encouraged to enter either the statistics course or regular precalculus.


**Algebra II**  
**MA223**  
1 credit

Prerequisites: Algebra I and Geometry.  
This second year algebra course includes a review of Algebra I topics in addition to the introduction of concepts necessary for successful precalculus and calculus studies. Course content is approached through problem-solving, geometric and graphical interpretations. Topics include manipulations of real numbers, solving equations and inequalities, graphing and solving systems of equations, simplifying polynomials and rational expressions, transformations of relations and functions, solving exponential and logarithmic equations. Sequences and series, permutations, combinations and probability are introduced in this course.


**Algebra II Honors**  
**MA233H**  
1 credit

Prerequisite: department recommendation  
This course is a demanding second year algebra course with emphasis on preparing the student for the Advanced Placement program in mathematics and/or the International Baccalaureate syllabus. Course content includes properties of the real number system, solving equations and inequalities, solving systems of equations, relations and functions, quadratic relations and systems, graphing functions and relations, polynomials and polynomial functions, exponential and logarithmic equations, sequences and series, permutations, combinations and probability, analytic geometry, conic sections, matrices, right triangle trigonometry, and the study of transformations.


**Statistics**  
**MA311**  
½ credit

Prerequisite: Algebra II  
This is a one-semester course intended for students who have completed Algebra II or Precalculus. The course is designed to stimulate interest in statistics and to demonstrate the wide variety of real world situations in which statistics are used. Statistical concepts will be presented in a simplified manner, minimizing the symbolism and formulas typical of a traditional statistics course. Topics include descriptive and inferential statistics, the use of surveys and sampling, uniform and normal distributions, non-parametric tests, and correlation. The course makes use of existing computer programs and the graphics calculator. Each student is required to do survey work and to present a project based on material presented in class.

Finite Mathematics
MA312 ½ credit
Prerequisite: Algebra II
This course is offered second semester and is the sequel to the non-honors statistics course. Probability is presented in an intuitive, experience-based manner relying on a laboratory approach involving the use of computer programs. Simulations, a method of exploring and understanding processes by doing experiments that model real life situations, are presented. Additional topics included are the mathematics of finance, linear programming, sets, digraphs, networks, and minimal spanning trees.


Precalculus
MA313 1 credit
Prerequisite: Algebra II
This course is intended for those students who would like to strengthen their secondary mathematics background and for those students who are planning to study calculus in the future. Topics from Algebra II are reviewed and studied in greater depth and an emphasis is placed on graphing functions and exploring the behavior of functions using a graphics calculator. Real-world problem situations are used as the means to approach and teach concepts and skills. Topics studied include polynomial functions, circular and trigonometric functions, graphs of trigonometric functions and their inverses, polar coordinates, analytical trigonometry, exponential and logarithmic functions, solving a system of equations, sequences/series, combinatorics and probability.


Precalculus IB
MA323 (IB) 1 credit
Prerequisite: Algebra 2
This is the first course in a demanding two-year sequence preparing students for the International Baccalaureate subsidiary examination in mathematics and/or the Advanced Placement Calculus AB examination in their senior year. The graphics calculator is used extensively to explore the behavior of functions. Topics include the algebra of functions, exponential and logarithmic functions, a thorough study of trigonometry, mathematical induction, a study of the algebra of vectors, conic sections, systems of linear equations, matrices and determinants, polar coordinates, parametric equations, and sequences and series.


Precalculus (Honors)
MA333H (AP/IB) 1 credit
Prerequisite: department recommendation

This is the first course in a demanding two-year sequence in preparation for the AP Calculus BC examination and/or the higher level IB examination. Honors Precalculus is a fast paced course that covers the traditional precalculus concepts in three quarters. The fourth quarter begins a preview of BC Calculus. The course begins with a re-examination of polynomial, rational, exponential, and logarithmic functions. This review is followed by an in depth study of trigonometry and vector algebra. Additional precalculus topics include matrices and determinants, sequences and series, combinatorics and probability, and parametric & polar equations. The calculus preview consists of the limit and the derivative. Topics are presented in the context of real world problems to enhance students’ understanding of the material.


Statistics AP
MA343H 1 credit
Prerequisites: Precalculus and department recommendation
This two-semester course is intended to prepare students to take the AP Statistics examination in May. The syllabus of the AP Statistics course is followed, which will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will explore data using graphing calculators and numerical techniques and will learn how to develop a plan so that valid information is obtained. They will also produce models using probability and simulation and will learn statistical inference techniques that will confirm their models.


History of Math 1
MA351 ½ credit
Prerequisite: Algebra II
This course teaches mathematics within the context of its historical progression. Some major themes in mathematics will be discussed, researched, and analyzed; such as counting, number systems, development of bases, the mathematics of war, Pythagorean topics, and Platonic Solids. In addition to studying the writings of various mathematicians and investigating historical problems, students will solve problems using past and present methods, conduct experiments, and research topics and mathematicians. Mathematics transcends culture, time, race, and gender. Students will discuss how social, cultural, and historical factors influenced the development of mathematics, and how mathematics contributed to society and culture.

Text: Selected Material
History of Math 2
MA352 1/2 credit
Prerequisite: Algebra 2
This course teaches mathematics within the context of its historical progression. Some major themes in mathematics will be discussed, researched, and analyzed; such as geography, navigation, astronomy, graph theory, complex numbers, mathematics of forensic science, and differential and integral calculus. In addition to studying the writings of various mathematicians and investigating historical problems, students will solve problems using past and present methods, conduct experiments, and research topics and mathematicians. Mathematics transcends culture, time, race, and gender. Students will discuss how social, cultural, and historical factors influenced the development of mathematics, and how mathematics contributed to society and culture.

Text: Selected Material

Calculus
MA413 1 credit
Prerequisite: Precalculus
This introductory course in calculus lacks the rigor of the AP calculus program and uses an intuitive approach to the applications and concepts of calculus. The course is intended to strengthen the student's understanding of secondary mathematics, to increase the student's capability of working with mathematical expressions and to prepare the student to take a formal course in calculus in college. A review of algebra and trigonometry is included and the basic concepts of calculus are introduced using the graphics calculator and available technology. Topics studied are: analytical geometry, limits, curve sketching, differentiation and its applications, the integral and its applications, composite functions, transcendental functions, and basic integration techniques.


AB Calculus
MA423 (AP/IB) 1 credit
Prerequisite: MA323 and/or department recommendation
This course is intended to prepare the students to take the AP Calculus AB examination or the IB subsidiary examination. The syllabus of the AP Calculus AB course is followed. Topics studied include elementary functions, limits, curve sketching, the derivative and its applications, the antiderivative, techniques of integration, and the definite integral and its applications. Each student must have a graphics calculator.


BC Calculus (Honors)
MA433H (AP/IB) 1 credit
Prerequisite: MA333H or department recommendation
This course is intended to prepare the student to take the AP Calculus BC examination or the higher level International Baccalaureate examination. The syllabus of the Advanced Placement Calculus BC course is followed along with additional topics. Calculus topics studied are a review of functions, differentiation and its applications, integration techniques and applications of the definite integral, transcendental functions, analytic geometry, polar coordinates, and infinite series. Each student must have a graphics calculator. In addition, the ten constructions of Apollonius will be studied by non-seniors after the BC Exam.


Discrete Mathematics (Honors)
MA511H (IB) 1/2 credit
Prerequisite: department recommendation
This is a one-semester course intended for students who have an interest in mathematics and in problem solving. It is designed to bridge the gap between algebra and more abstract topics and will provide students with an appreciation of the beauty, extent and vitality of mathematics. Topics studied will include sets, relations and functions, sequences and summations, graph theory, tree diagrams, counting techniques, fractal geometry, and probability. An emphasis will be placed on problem solving using various mathematical techniques.


Linear Algebra (Honors)
MA522H (IB) 1/2 credit
Prerequisite: department recommendation
This is a one-semester college level course intended for students who have an interest in mathematics and in problem solving. Course topics include solving systems of linear equations and matrices, determinants, vectors in 2-space and 3-space, vector spaces, linear transformation, eigenvalues and eigenvectors. In addition, application of linear algebra to problems of approximation, systems of differential equations, Fourier series and quadratic surfaces may be studied by non-seniors.


Number Theory (Honors)
MA532H (IB) 1/2 credit
Prerequisite: Department recommendation
This is a one-semester college level course intended for students who have an interest in the study of mathematics. Number Theory deals with the properties of integers and is perhaps the oldest subject in

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mathematics (with many modern day applications). The course will analyze concepts from both theoretical and current applications approaches. Theoretical work will include formal proof and problem solving. Application of concepts will focus on computation and codewriting/codebreaking.


**Advanced Topics in Math (Honors)**

**MA542H (IB) ½ credit**

Prerequisite: Department recommendation

This is a one-semester college level course intended for students who have an interest in the study of mathematics. Course topics may include dynamical systems (Fractals and the Mandelbrot Set), non-Euclidean geometry, conditional probability, random variables, game theory, mathematics contest problem solving, and other topics of interest to the students enrolled.

Text: None.

**Multivariable Calculus (Honors)**

**MA551H ½ credit**

Prerequisites: BC Calculus and department recommendation

This semester course in multivariable calculus uses all of the concepts taught in BC calculus in the framework of three dimensional vectors. Derivatives and integrals, as well as vector functions lead to the important Green and Stokes theorems.


IB Further Studies (Honors)

**MA572H ½ credit**

Prerequisites: BC Calculus and department approval

This course is only for students taking both the IB Higher Level and Further Studies Mathematics Exams.

Text: selected material

**UPPER SCHOOL - SCIENCE**

Detroit Country Day School offers a science curriculum taught by an energetic and dedicated faculty who are committed to the honest pursuit of excellence.

In a time of rapidly developing achievements in science and technology, the Detroit Country Day science department is committed to meeting the intellectually diverse needs of its students. The science department offers a wide range of challenging semester and year-long courses which allow students to explore topics in greater depth. The core of our students’ scientific knowledge is built on a strong traditional foundation of courses in freshman biology, sophomore chemistry, and junior level physics. This base provides students the necessary skills to flourish within a broad range of elective course work that is also offered: astronomy, botany, human genetics, organic chemistry, cell biology, geology, oceanography, microbiology, zoology, and environmental science. There are honor level courses available for motivated students within each major scientific discipline. Students may also elect to take college level courses in biology, physics, chemistry, psychology, and environmental science for which they may receive college credit after a successful performance on Advanced Placement or International Baccalaureate exams.

Detroit Country Day School affords those students desiring a unique scientific experience the opportunity to pursue personal interests in science beyond the classroom. The faculty of the science department encourages the creation of research projects wherein students become actively involved in the exploration of scientific thought. Country Day students have realized personal gratification as the problem solving and analytical skills taught in the classroom are given a legitimate platform for application. As a result of its commitment, Country Day has had a long tradition of excellence in local, state, and national science competitions.

**Anatomy and Physiology**

**UAN343 1 credit**

Prerequisite: Biology

Human anatomy and physiology is the study of the structure and functions of the human body. The course covers cell physiology and histology. It delves into detailed studies of the body including: integumentary, skeletal, muscular, nervous, endocrine, digestive, respiratory, circulatory, and reproductive systems. To better understand the concepts, a comparative dissection of the cat is performed throughout the year. Medical terminology, clinical applications, guest lecturers, and a field trip related to the course are offered.


**Life Science**

**UBY113 1 credit**

Prerequisite: none

This introductory course places emphasis on reading and study skill development, using biological science as means to focus on the improvements necessary for success in future studies and course work in the fields of science. Topics covered include: biology as a science, the chemistry of living organisms, cell structure and function, photosynthesis and respiration, Mendelian and molecular genetics, plant and animal development, major animal phyla, and the ten systems of the human body.

Biology
UBY123 1 credit
Prerequisite: none
This modern introductory course follows the historical development of major advances in biology with emphasis on laboratory skill development. Topics covered include: biology as a science, the chemistry of living organisms, cell structure and function, photosynthesis and respiration, reproduction, Mendelian genetics, evolution, plant and animal development, taxonomy, and the ten systems of the human body. This course may serve as a first course in the two-year sequence of the Advanced Placement and International Baccalaureate biology program.


Biology (Honors)
UBY133H 1 credit
Prerequisite: department recommendation
History of early biological work is studied in a sequential pattern to give to those students capable of doing honors work the background of both the atomic and molecular basis of life and the advances of recent years. Emphasis is placed on the molecular, cellular, tissue, and organ system structure of living organisms. Topics studied include cytology, molecular genetics, Mendelian genetics, population genetics, energy transformations and transfers (fermentation, cellular respiration, photosynthesis), reproduction (plant and animal), animal development, ten systems of the human body, ecology, behavior, communities, and evolution. This course serves as a first course in biology for the two year sequence of the Advanced Placement and International Baccalaureate biology programs.


Human Genetics
UBY311 ½ credit
Prerequisite: Biology
The latest theories in genetics as they apply to the human organism are explored in this semester course. Topics to be covered include: the physical basis of heredity, organogenesis, variations in gene expression, developmental genetics, the determination of sex, immunogenetics, blood genetics, chromosomal aberrations, and genetic engineering.


Botany I
UBY331 ½ credit
Prerequisite: Biology
Botany is a two-semester course open to juniors and seniors who have completed their basic science requirement; a student may take either or both semesters. This course will cover the fundamentals of plant biology.

The first semester will focus on plant morphology and evolution.

Topics for discussion include: the basic structure of plants will be considered in depth along with a study of the major groups of plants, including nonvascular plants, vascular seedless plants, and vascular seed plants. Theory on the evolution of these groups of plants and how their structures have changed over time will be discussed.

During both semesters Lab work will relate to lecture topics. Microscope studies of tissues, growth of specimens for comparative study, and lab demonstrations of physiological processes will be included. In addition, techniques of propagation will be considered using the greenhouse.


Biology II
UBY413 1 credit
Prerequisite: Chemistry, Biology
This course is designed for students who elect to pursue an in-depth study of cellular activities, genetics, evolution, ecology, and plant and animal systems. At least one laboratory activity will be designed to enhance each major chapter. Many audio-visual materials make this course enjoyable while enhancing the concepts learned in life science or biology. This course does NOT suffice for eligibility for the Advanced Placement exam.

Biology AP (Honors)
UBY423H (AP/IB) 1 credit
Pre requisite: 80 average in first year biology & chemistry
This introductory college-level course prepares the student for the AP and subsidiary or higher level IB examinations in biology. Topically, the course includes units on the chemistry of life, cell energetics including a detailed analysis of photosynthesis, glycolysis, respiration, the materials and mechanisms of genetics, and a taxonomic survey of living organisms, followed by a detailed consideration of the biology of plants and animals. The year concludes with a study of population biology, including the theory of evolution and the principles of ecology. Labs will be conducted to illustrate the major concepts of this course.


Cell Biology
UBY431, UBY432 ½ credit
Pre requisite: Biology and Chemistry
Cell structure, function, and biochemistry will be examined in this course designed to help students think about the basic unit of life. Special emphasis will be placed on current topics in cell biology encompassing signal transduction (including the mechanisms of sight), protein formation and processing, cellular organelles, gene regulation, the cell cycle and oncogenes (some of which are involved in cancer formation). Functions of the specialized cells of the muscle, nervous and immune systems will also be studied.


Psychology AP (Honors)
UBY443H 1 credit
Pre requisite: Biology and Chemistry
Biological psychology is a course that seeks to examine the biological underpinnings to human behavior. Students will study how the brain, nervous system, genetics, fetal development, hormonal systems, and the environment play a role in shaping human behavior. The course begins by examining the field of biological psychology. Areas of study include: the organization of the human nervous system, fetal and adolescent nervous system development, Piaget and brain development, how neurons function and the effects of medication on the human nervous system, sensory systems and their role in human behavior, regulation of internal states, the biology of emotion, memory, and learning, and finally brain disorders and their treatment. Biological psychology is designed to give students the background necessary for taking the AP Psychology exam. Students’ grades are based on multiple choice and essay exams, a research paper, and labs.


Advanced Topics in Psychology
UBY451, 452 ½ credit
Pre requisite: UBY443H
Advanced Topics in Psychology is designed to be a one year course offered to juniors and seniors who are interested in exploring in more detail some of the major questions about human nature and our current understanding of it. The course would address the following topics: biological underpinnings of human consciousness; genetic and social factors which lead to our development; and the biology and psychology of death and dying. The course would address these issues through books, films, and articles as well as a self-directed project created by each student.

Chemistry
UCH213 1 credit
Prerequisite: Concurrent enrollment in Algebra II is recommended
This course is designed to lead the student to an understanding of the basic concepts behind the facts, formulas, and principles of chemistry while developing the critical thinking and problem-solving skills necessary at this introductory level. Through lectures, lab work, and student group problem-solving sessions, the course develops the concepts of matter and energy, the structure of the atom, chemical equations, the gas laws, chemical bonding, solutions, equilibrium, acids and bases, redox, electrochemistry, and nuclear chemistry.


Chemistry (Honors)
UCH223H 1 credit
Prerequisite: 85 in Honors Math or 90 in regular geometry and department recommendation
This course involves the study of matter and its interactions. It includes a historical development of atomic structure and a discussion of chemical bonding including the study of properties of ionic, covalent, metallic, and macromolecular compounds. Chemical and physical properties based on differences in intermolecular forces are emphasized. Stoichiometric relationships and the study of gases, liquids, and solutions complete the first semester. The second semester covers the principles of thermochemistry, kinetics, and equilibrium including acid/base chemistry and solubility relationships, oxidation-reduction reactions, and electrochemistry. An organic chemistry unit completes the course.


Chemistry in the Community
UCH223 1 credit
Prerequisites: 80 in freshman biology, 90 in Algebra I and/or 80 in geometry
Chemistry in the Community (ChemCom) is a course designed by the American Chemical Society to meet the needs of students who plan to pursue careers in fields...
other than science. The course includes the major concepts, vocabulary, thinking skills, and laboratory techniques expected in an introductory chemistry course. The program, however, contains a greater number and variety of student-oriented activities than the regular chemistry course. A wider range of topics is also studied, including nuclear and organic chemistry and biochemistry.

The ChemCom curriculum is designed to help students realize the important roles that chemistry plays in their lives. In this course, students learn to use chemical knowledge to think through and make informed decisions about problems related to science. By teaching chemistry in the context of its impact on society, students develop an awareness of the potential and the limitations of science and technology.


**Organic Chemistry (Honors)**

**UCH323H** 1 credit

Prerequisite: 80 average in first year chemistry and permission of instructor

Organic Chemistry is a year-long, honors course covering the physical and chemical properties of carbon compounds. The first semester covers nomenclature, structure, isomerism, stereochemistry, and basic reactions including mechanisms. A special section during the first semester involves the use of nuclear magnetic resonance and infrared spectroscopy to elucidate the structure of molecules. The second semester emphasizes reactions involving various functional groups containing oxygen, free radicals, and polymers. Techniques such as crystallization, extraction, chromatography and distillation are stressed in the laboratory. Several compounds are synthesized and analyzed using various wet chemical and instrumental methods. Unknowns are analyzed by the students using state-of-the-art spectroscopic methods at a local university. The juniors in the course study biochemistry, including carbohydrate and proteins during the latter half of the fourth goal. The course is open to any junior or senior whose grade in either honors or non-honors first year chemistry course is 80 or above.


**Chemistry AP (Honors)**

**UCH423H (AP/IB)** 1 credit

Prerequisite: First year chemistry

This course reviews the topics covered in the first year class, but in much greater detail. The first semester involves an in-depth discussion of atomic structure, molecular geometry, interparticle interaction, gas/liquid/solid and solution chemistry. The second semester covers the study of thermodynamics, kinetics, equilibrium including buffers, hydrolysis and complex ion formation, and electrochemistry. Laboratory experiences include qualitative analysis, synthesis and quantitative analysis of various compounds. Open-ended experiments are emphasized where appropriate. Successful completion of this course should prepare the student for the Advanced Placement exam in chemistry. This course in combination with the Organic Chemistry class would prepare the student for either the subsidiary level or the higher level IB examination.


**Advanced Topics in Chemistry (Honors)**

**UCH523H (IB)** 1 credit

Prerequisites: Successful completion of both Advanced Placement Chemistry and Organic Chemistry.

This course is designed for the International Baccalaureate student to explore the specific curricular options of the Higher Level IB exam that are not covered in the prerequisite classes. In the first semester we will study medicine and drugs, environmental chemistry, chemical industries, and fuels and energy. Higher level physical chemistry, including quantum mechanics, and modern analytical chemistry will be the main topics for study in the second semester of the course.

**Physics**

**UPH313** 1 credit

Prerequisite: Geometry, Algebra I

The goal of this class is to provide students with a challenging environment in which they begin to analyze the world with new eyes. The apparent chaos of the physical world provides our table of contents: motion — kinematics and dynamics, gravity, momentum, energy and work, heat, waves, light, sound, optics, electricity, magnetism, and nuclear physics. Extensive lab investigations, demonstrations, and design projects provide stimulating “hands-on” points through which understanding is begun or reinforced. A solid mathematical component complements our investigations throughout the year.


**Physics (Honors)**

**UPH313H (IB)** 1 credit

Prerequisite: Geometry, Algebra II

Honors physics presents first year students with a mathematically sophisticated investigation of the everyday world. Topics of study include: motion — kinematics and dynamics, gravity, momentum, energy and work, heat, waves, light, sound, geometric and physical optics, electricity, magnetism, special relativity and modern physics. Though similar in topic to the introductory course, honors physics utilizes a higher level of mathematics in modeling and problem solving. Laboratory work and classroom demonstrations provide opportunities that enliven and challenge students through every unit of study. With limited extracurricular study, the International Baccalaureate subsidiary level in physics can be attempted. This is the preferred first year course.
for students planning to continue with Advanced Placement physics.


Astronomy (Stars and Galaxies)

**UPH321** ½ credit

Prerequisite: Algebra I, Geometry

The goal of this class is to introduce students to astronomy in three ways: as an introduction to what objects reside in the universe, as an introduction to how these objects evolve into their current states, and as an introduction into how scientists made these discoveries. The content of this course will cover the universe outside of the solar system, including stars, stellar evolution, black holes, galaxies, and cosmology. Laboratory exercises will illustrate how astronomers link astronomical observations to astrophysics and web-based research will help students stay current with recent happenings in the field.


Astronomy (The Solar System)

**UPH322** ½ credit

Prerequisite: Algebra I, Geometry

This course examines our local neighborhood - the solar system. An in-depth look at how we have come to understand how objects move in the solar system will be followed by an examination of the physics and geology behind the sun and the planets, moons, asteroids, and comets that make up the solar system. Data from ground-based telescopes and planetary missions will be used to learn about each planet. The discovery of planets around other stars and the properties of these new solar systems will be examined.


Physics AP (Honors)

**UPH423H (AP)** 1 credit

Prerequisite: Physics and concurrent enrollment in calculus.

A calculus-based study of mechanics, electricity and magnetism are the areas covered in this college-level course. This course is recommended to students who wish to pursue an intensive and intellectually detailed study of the three major topics of physics. Specific aims of the course are to develop students’ abilities in reading, understanding, and interpreting physical information (verbal, graphical, and mathematical), formalizing steps of problem-solving, utilizing basic mathematical reasoning including calculus, and analyzing laboratories and demonstrations. Upon completion of the class, students will be prepared to take the Advanced Placement Physics C examination. This course serves as a solid foundation for study in the physical sciences or engineering.


Environmental Science

**USC323** 1 credit

Prerequisite: Biology

Starting with a study of the structure of the earth, this course involves students in a quest to understand the workings of life on earth and of man’s impact on the natural environment. Students will study the structure and function of ecosystems, the flow of energy and matter through living systems. Major topics through the year include the major biomes of the earth, human populations, biodiversity, water resources, the atmosphere, land use, food production, mineral resources, renewable and nonrenewable energy, solid and hazardous waste disposal, and the effect of the environment on human health.


AP Environmental Science (Honors)

**USC423H (AP)** 1 credit

Prerequisite: Biology

Students will develop a better understanding of the ecological principles of our planet leading to helping them to make intelligent, informed decisions regarding its use. During the first semester students will study the natural environment, the major ecosystems, biotic and abiotic components of those ecosystems, nutrient cycles, energy flow, and population dynamics. During the second semester, students will turn to the human impact on the natural environment, including such topical issues as acid rain, the greenhouse effect, ozone depletion, resource use, the pesticide problem and endangered wildlife. Students conduct many short- and long-term lab investigations to model topics as they are considered in class. This course prepares the student for the Advanced Placement exam in environmental science.


Parasitology: Global Health Issues

**USC332** ½ credit

Prerequisite: Biology

Parasitology is the study of parasites and the interactions with their hosts. Parasites are organisms that form an association with another organism (host), usually causing some degree of damage to that organism (host). Over 1 billion people worldwide are infected by parasites such as those causing malaria, African sleeping sickness, or intestinal worms. These diseases have a significant impact on both the physical and economic health of a large portion of the world’s populations. As the mobility of populations increase, the popularity of the tropics and subtropics as vacation areas increase and the numbers of refugees from third world countries increase, there is a growing need for us to learn more about these organisms. The goal of this course is to provide a basic
understanding of the impact of various parasites on human affairs. This includes learning about the biology of parasites, learning about how hosts defend themselves from parasitic invasions (Immunology), learning about how parasites are transmitted, studying the biology of several insects (entomology) or other animals that are involved in transmitting the parasitides, and becoming familiar with the study of how diseases affect populations (epidemiology).

A significant aspect of this course is to produce a sketchbook that can be used as a minireference to parasitology.


**Bioethics**

**USC341, USC342** ½ credit

Prerequisite: none

This course is designed to help students learn to think clearly about moral dilemmas in medicine and elsewhere in society. Through the presentation of actual cases, students will develop a deeper comprehension of the issues involved in today’s world. Topics to be considered include animal rights, euthanasia, pollution, uses of genetic engineering techniques, deforestation, surrogacy, AIDS, and new reproductive technology. Students will research each topic and present a paper summarizing their findings. Speakers and films enhance the understanding of the topic and broaden the scope of the subject.

**Microbiology: Global Health Issues**

**USC351** ½ credit

Prerequisite: Biology or Advanced Biology

The goal of this course is to provide a basic understanding of the impact of microorganisms (specifically bacteria, viruses and fungi) on human affairs. This includes learning about how microorganisms live, reproduce, grow, and are controlled, understanding microbe-host interactions, learning how microorganisms cause disease in humans, how they can be used as bioterrorist weapons and finally how microbes are used for human benefit. We will discuss some of the most recent infectious diseases that have come into our general health awareness including SARS, West Nile Virus and Avian flu. A significant aspect of this course involves lab work. Therefore, developing laboratory skills appropriate to a micro lab is emphasized including: learning proper care and handling of microscopes, sterile technique and above all, careful handling of potential hazardous materials.


**Invertebrate Zoology**

**USC352** ½ credit

Prerequisite: Biology or Advanced Biology

This course is designed for a labo-oriented study of the various phyla of invertebrates. Included will be investigations of protozoa, porifera, coelenterates, platyhelminths, aschelminthes, annelids, arthropods, mollusks and echinoderms. Students will consider representative organisms not covered in introductory biology.

Text: Instructor will provide materials

**Zoology**

**USC361, USC362** ½ credit

Prerequisite: Biology

Zoology is a semester survey of the animal kingdom. It will include studies of invertebrates, beginning with protists through arthropods. The vertebrates will be considered in a comparative manner, studying fishes, amphibians, reptiles, birds and mammals. Dissection and live studies will be available in this laboratory-oriented class. Animal behavior, communication and reproduction will be addressed.

Text: Instructor will provide materials

**Geology**

**USC371** ½ credit

Prerequisite: None

This introductory semester course in physical geology presents the geologic history of the earth. Major topics include the rock cycle; minerals; igneous, sedimentary, and metamorphic processes and rock identification; glaciation; deserts and wind; earthquakes; mountain building; and geologic time. There will be a significant lab component covering these topics, including mineral and rock identification, topographic map use, and aerial photography analysis of geologic and topographic features.


**Oceanography**

**USC382** ½ credit

Prerequisite: None

This course in oceanography is a one-semester introduction to the world’s oceans. Topics covered include a history of the study of oceanography, plate tectonics, the sea floor, water chemistry, the earth’s atmosphere, ocean currents, waves and tides, coastlines and estuaries, ocean food webs, life in ocean waters, and life on the ocean floor. Computers will be used to study CD-ROM programs on plate tectonics and life in the sea.


**Ecology**

**USC523** 1 credit

Prerequisite: none

Ecology is the scientific study of the interactions that determine the distribution and abundance of organisms. Students will study: ecosystems (energy flow, trophic
levels, food webs, biomes, biogeochemical cycles; ecological succession (primary and secondary succession, environmental changes, speciation, and laws of tolerance); population growth and regulation (biotic and abiotic factors, predation, parasitism, commensalism, mutualism, and competition); human populations (birth and death rates, exponential growth, total fertility rates, age structure analysis); controlling population growth (fertility control methods, public policies, demographic transition stages); food resources (hunger, cultivating new land, increased production, ocean fisheries); pesticides (pest species, synthetic pesticides, pesticide resistance, non-target species, biological control, integrated pest management); water cycle (clouds and precipitation, global water resources, ground water, lakes, and conservation practices); water quality (pathogens, biological and chemical oxygen demand, entrophication, toxic chemicals, oil spills); atmosphere (weather, climate, solar budget, circulation patterns, greenhouse effect, the ozone layer); air quality (air pollutants, human health, legislation, emissions controls, effect on plants); waste management (sources, properties, hazardous waste, disposal methods, resource recovery, radioactive wastes); land management (historical perspectives, national forests, national rangelands, national parks, wilderness, wetlands); and biodiversity (genetic reservoirs, economic vs. aesthetic values, species extinction, habitat destruction, commercial hunting and fishing, alien species, preservation and restoration).


**UPPER SCHOOL – WORLD LANGUAGES**

World language study offers students the unique opportunity to widen their world. Those who learn and master another language open the door to knowledge and an in-depth understanding of other lands, people, and cultures. It can also lead to more enjoyable travel and to expanded career opportunities. Moreover, the study of world languages engages the mind in stimulating intellectual activity and hones it for the pursuit of knowledge in other fields, including a deeper understanding of one’s native language.

Because Detroit Country Day School recognizes the value of world languages, successful study of at least one world language through a Level III course is a requirement for graduation. Students may begin or continue the study of Latin, German, French, Japanese, Spanish or Chinese through advanced levels. Honors courses are offered in all languages, but not necessarily at all levels. One of the major objectives of all advanced language classes is to prepare students for International Baccalaureate, Advanced Placement, and college placement examinations.

Upper School world language study provides a time of great opportunity to achieve a high degree of oral and written fluency, to read the great literature of other lands in the original language, to enter national language contests, to take cultural field trips, and extended foreign study trips.

**French Level I**

**UFR113** 1 credit

Prerequisite: none

This course introduces students to basic grammatical concepts, vocabulary, verb forms, and French culture. Development of listening and speaking skills is stressed. Accurate pronunciation and intonation are critical. French is used whenever practicable, although not to the absolute exclusion of English. CDs complementary to the text are used regularly. By the end of the year, students will have acquired a working, active vocabulary appropriate for the first level.

Text: *Discovering French Nouveau 1 Bleu*, McDougal Littell 2007

**French Level II**

**UFR123, UFR123H** 1 credit

Prerequisite: French Level I (department recommendation for honors)

This course continues and expands the principles of grammar, vocabulary building, and speaking begun in French I. Oral French is emphasized along with continued work on reading, listening comprehension, and writing skills. Learning new verb forms and tenses is an integral part of the course. The text expands upon the grammatical concepts and cultural material presented in French I. Students in the honors course work at a faster pace, study supplementary grammar, supplementary readings, and address a greater variety of cultural topics.


**French Level III**

**UFR233** 1 credit

Prerequisite: French Level II

Students will review, refine, and expand the grammar presented in French Levels I and II. The emphasis is placed on the structures and vocabulary suitable for conversation, informal writing, and the reading of contemporary French literature and news articles. CDs that supplement the text are used to develop listening comprehension skills, build vocabulary, and increase oral facility.


**French Level III (Honors)**

**UFR233H** 1 credit

Prerequisite: French Level II (honors) or department recommendation

Students will review, refine, and expand the basic grammar presented in first and second year French. Literary verb tenses are taught for recognition purposes. A goal of this course is to complete the study of all basic French grammar. There is a major emphasis on building both conversational and literary vocabulary. *Le Petit Prince* is used as an introduction to the study of literature and literary analysis. Further reading comprehension skills
are developed during the year. Work in this course is required for preparation toward the AP and IB exams.


**French Level IV**

**UFR343** 1 credit

Prerequisite: French Level III

This course offers students who are not on the AP/IB track the opportunity to work toward proficiency in the language by focusing on grammar, conversation, and culture. Students attain a solid grasp of French grammar through an in-depth review of verb tenses, pronouns, nouns, adjectives, adverbs, interrogatives, negatives, and related aspects of syntax. Students increase their ability to speak French through intensive drills and conversation in French; they develop vocabulary through reading short stories, passages, exercises, or specially prepared materials; they gain insight into French culture through class discussion and reading of culturally-oriented texts and listening comprehension exercises found in French Internet sites.


**French Level IV (Honors)**

**UFR343H (IB)** 1 credit

Prerequisite: French Level III (Honors) + department recommendation

The course is designed to enhance students’ fluency in speaking and writing. Conversation and composition skills are emphasized. The course is conducted entirely in French. Each student is required to write biweekly compositions and must present a series of oral reports in French. Strong emphasis is placed on building a solid grammatical foundation. Discussion of literature forms a major component of the course. Special emphasis is placed on the study of texts required for the IB examination.


**French Level V**

**UFR453** 1 credit

Prerequisite: French Level IV

This course is for students who do not wish to take the AP test, but who would like to prepare for college placement exams in French or refine their conversational skills. The course is conducted primarily in French with emphasis placed on conversation and writing. Students write compositions, give oral reports about world issues, and view authentic French movies and television production.


**French Level V (Honors)**

**UFR453H (AP/IB)** 1 credit

Prerequisite: French Level IV (Honors) + department recommendation

The AP French V (Honors) course is the most advanced French class offered at DCDS. It is conducted entirely in French and it is designed for students who wish to pursue their study of the language at a higher level. The students will not only learn the listening, writing, grammatical and speaking skills required for the AP examination but they also cover the history, rich literature passages and current events of many francophone countries. They engage in discussions about the perspectives on the cultural influences they have adopted and they evaluate the validity of their opinions as well as question their assumptions. Their level of critical thinking also increases through many discussions, debates and papers.


**German Level I**

**UGR113** 1 credit

Prerequisite: none

This course provides students with a sound basis for learning German as it is spoken and written today, and promotes understanding of the culture of German-speaking people. Students are encouraged to participate actively in conversations and skits based on everyday situations, to employ variations on lines they have learned, and to respond to numerous questions posed by the teacher and classmates. Students learn basic grammar by means of oral and written exercises designed to highlight the patterns needed to form correct sentences, traditional instruction, games, partner/group activities, and projects. They encounter the culture through special readings, video clips, and comments drawn from the experience of the teacher.

Text: *Deutsch Aktuell 1*, Kraft, EMU, 2010

**German Level II**

**UGR123** 1 credit

Prerequisite: German Level I

This course continues to develop basic German language skills: listening comprehension, speaking, reading, and writing. A deeper awareness of German culture is fostered while reviewing and expanding the structures and vocabulary presented in the first level course. New grammatical structures and vocabulary are presented through traditional instruction, games, partner/group activities, and projects. Students continue to participate actively in conversations, skits, and readings, all of which deal with cultural topics of interest to young people.

Text: *Deutsch Aktuell 2*, Kraft, EMU, 2010

**German Level III (Honors)**

**UGR233H** 1 credit

Prerequisite: German Level II

Students in this course encounter German as it is used in a wide range of topics and forms. They learn to read contemporary German from short stories, newspapers, magazines, poetry, and music. Through study and discussion of these selections, students learn to comprehend narrative and conversation, and to develop an ability to communicate orally and in writing on topics...
of general interest. The course fosters increased active and passive vocabulary, and emphasizes the refinement of grammatical skills and vocabulary.

Text: Text: *Deutsch Aktuell 3*, Kraft, EMU, 2010

**German Level IV (Honors)**

**UGR343H (AP/IB) 1 credit**

Prerequisite: German Level III

In this course, students continue to refine and polish the skills developed in the third level and prepare for the AP German Language examination. Reading, critical analysis, and discussion of the works of some important German authors prescribed by the International Baccalaureate curriculum are also begun. Students undertake the study of at least one of the following: a drama, a work of poetry, a novel or novella, or a work of non-fiction. They also research and discuss an aspect of German life and civilization as specific preparation for the subsidiary level of the German IB examination.

Text: *Deutsch Aktuell 3*, Kraft, EMU, 2010

**German Level V (Honors)**

**UGR453H (AP/IB) 1 credit**

Prerequisite: German Level IV or department recommendation

This advanced course is designed for those students who wish to deepen their preparation for the International Baccalaureate and/or Advanced Placement examinations. Students continue the study of authors, works, and themes prescribed by the IB curriculum. They enrich their understanding of German life and civilization through further research topics. Works to be read and skills to be emphasized will be determined by the teacher and the student after analysis of the student’s strengths and weaknesses vis à vis the AP and IB language, literature, and culture requirements.


**Japanese Level I**

**UJP113 1 credit**

Prerequisite: none

Students in Japanese I learn to talk about themselves and their families, their daily routine, school, and friends. The vocabulary allows beginners to immediately engage in basic conversation. Hiragana and katakana, the two syllabaries of the Japanese writing system, are learned along with basic grammatical concepts, verb forms, and Japanese culture. Kanji is also introduced at an elementary level. Audio CD’s and a workbook complementary to the textbook are both used on a regular basis to enhance students’ speaking, reading, writing, and listening skills.


**Japanese Level II**

**UJP123 1 credit**

Prerequisite: Japanese Level I

Students in Japanese II build upon their skills learned in Japanese I. Vocabulary is greatly increased as well as students’ cultural knowledge and ability to converse. Writing short compositions in Japanese is emphasized, and the number of kanji is increased. CD exercises are provided for each chapter to improve students’ listening skills.


**Japanese Level III**

**UJP233 1 credit**

Prerequisite: Japanese Level II

Students expand their horizons by learning to express themselves as if they were in a Japanese-speaking community (ex: at a store, at a restaurant, or at a doctor’s office). In addition, certain activities in the text provide opportunities for students to connect with other disciplines such as science and math. They are also given the tools to compare and contrast their culture and language to those of the Japanese. At the completion of the course, they will have learned to read or recognize approximately 300 kanji in addition to numerous verb and adjective tenses. The accompanying workbook provides exercises to develop students’ reading and writing skills and the CD includes exercises performed by native speakers to help improve listening comprehension.


**Japanese Level IV**

**UJP343H 1 credit**

Prerequisite: Japanese Level III

In this course, students learn about Japan through the eyes of an American student who is studying in Japan and living with a Japanese family. The informal style of speaking is introduced as well as the differences in male and female speech. Culture notes delve deeper into the lives of the Japanese and inform students about school life, the entertainment industry, and traditional Japanese homes. An abundant amount of vocabulary is provided and students will have studied all 400 kanji characters required for the Advanced Placement exam. Additional kanji are included for recognition only. The accompanying workbook provides exercises to develop students’ reading and writing skills and the CD includes exercises performed by native speakers to help improve listening comprehension. Japanese IV will prepare interested and qualified students to take the Japanese Language and Culture AP exam and the Language B International Baccalaureate exam (standard level).

Japanese Level V
ULA453H 1 credit
Prerequisite: Japanese Level IV
Japanese V is designed for students who have some experience studying Japanese, whether at home or at another school. This course will prepare interested students to take the Japanese Language and Culture Advanced Placement exam and the Language B International Baccalaureate exam (standard level). Coursework will include practice AP exam exercises, essay writing and oral communication. Emphasis will be placed on expressing ideas fluently as well as accurately. Classwork will be augmented with other texts, including authentic materials like newspaper articles and literature. Students will be able to read and write the 400 kanji characters required for the AP exam, as well as approximately 100 others.


Latin Level I
ULA113 1 credit
Prerequisite: none
This class is offered to freshmen and other students with no previous experience in Latin. Grammar study will include nouns and adjectives of the first, second, and third declensions, numerals, personal, demonstrative, and relative pronouns, all tenses of the four verb conjugations in active and passive voices, complementary and objective infinitives, imperatives, participles, and common irregular verbs. Vocabulary study will emphasize those words that appear frequently in major Roman authors and those useful for English derivatives. Students will read and translate substantial connected passages in Latin integrated with grammatical topics. Roman history, mythology, and culture will also be examined in readings and lectures.


Latin Level II (Honors)
ULA123H 1 credit
Prerequisite: Latin Level I or equivalent
Latin II Honors will integrate review of material covered in Latin I with a progressive introduction to the remaining elements of grammar and syntax necessary for reading authentic Latin. Grammar study will include the fourth and fifth declensions, the indirect statement, deponent verbs, the subjunctive mood, subordinate subjunctive clauses, and gerunds and gerundives. Vocabulary study will emphasize those words important for major Roman authors; towards the year’s end, short passages from Roman literature will be introduced. Examination of Roman culture will be continued, with emphasis on daily life, but also including areas such as geography and literary history.


Latin Level III (Honors)
ULA233H 1 credit
Prerequisite: Latin Level II or equivalent
Latin III Honors will focus on the development of advanced reading skills. The course will start with a survey of selections from Roman authors, such as Pliny and Sallust; elements of grammar not previously covered, such as conditionals, will be introduced in connection with specific readings. The second half of the course will feature a close examination of excerpts from Cicero’s First Catilinarian, with attention to literary and rhetorical devices. In the closing weeks of the course, students will be introduced to Latin poetry and prosody with excerpts from Ovid’s Metamorphoses.


Latin Level IV (Honors)
ULA343H (IB) 1 credit
Prerequisite: Latin Level III or equivalent
Latin IV Honors/IB will cover readings required for the IB Latin exam at both the standard and higher levels. Currently, the Catullus, Horace, and Vergil components are offered, with other components potentially added as time and interest permit or as dictated by the triennial changes in the IB Latin syllabus. Participation in the IB program is not a requirement to enroll in the course, and those who start Latin I in their freshman year may, with instructor permission, elect to take AP Latin in the fourth year instead; this option will be extended as well to IB students whose program will only allow them to take the IB Latin exam at level V. The course will emphasize further development of translation skills, but much attention will be given to the historical contexts of the works read and issues of literary analysis.


Latin Level V (Honors)
ULA453H (AP) 1 credit
Prerequisite: Latin Level IV or equivalent, or Latin Level III with instructor permission
Latin V Honors/AP will cover the Latin AP syllabus, which features readings from Julius Caesar and Vergil. Students will increase their speed and facility at reading with nightly translation assignments of progressively greater length; class time will chiefly be devoted to sight reading. In addition to review of all previous grammar and syntax, with infrequent grammatical constructions not previously encountered addressed as needed, students will also concentrate on writing analytical essays covering the stylistic, thematic, and historical issues underlying the course texts.

**Spanish Level I**

**USP113 1 credit**

Prerequisite: none

The first course of Spanish offered in the Upper School is based on the belief that the purpose of learning Spanish is to communicate with the people who speak it and to understand their cultures. The ultimate goal of the class is to have students use the Spanish language for oral and written communication. Both vocabulary and grammar study are integrated in the development of communicative ability. Themes of the course have been chosen to reflect what students want and need to talk about. Creative projects are included.

Text: *Así se dice 1*, Glencoe/McGraw Hill, 2009

**Spanish Level II**

**USP123 1 credit**

Prerequisite: Spanish Level I

Second year Spanish continues the development of communicative ability. Authentic avenues to communication and culture are continued. Students engage in authentic communicative tasks using pair and group activities. Vocabulary and grammar initially learned in the first level are reintroduced and each review allows students to expand to new levels of achievement so that their language becomes more refined, more elaborate and more complex. Computers are used for brief, sometimes creative writing projects. A Spanish soap opera video is presented.


**Spanish Level II (Honors)**

**USP123H 1 credit**

Prerequisite: Spanish Level I

Honors Spanish emphasizes an interactive, communicative approach to learning Spanish. This class will develop students’ speaking, listening, reading, and writing skills and will encourage them to speak in Spanish so that they will be capable of expressing their own ideas with confidence when they need to communicate in real-life situations. Ninety percent of all vocabulary tests will be Spanish to Spanish questions. Advanced rules of grammar will be taught. Cultural knowledge is an integral part of the class. The everyday lives of Spanish speakers will be introduced as well as the different countries and regions of the Spanish-speaking world. All students will sit for the National Spanish Exam as a prelude to IB and AP classes during the junior and senior years of high school.


**Spanish Level III**

**USP233 1 credit**

Prerequisite: Spanish Level II

During the third level of Spanish, effective learners not only construct their own understanding of new concepts, but they also help themselves be successful learners. Problem-solving strategies are put to use in the target language. By this state of language acquisition students are effective listeners, readers and writers. Reading selections are stressed along with communicative practice. Grammar is still a major part of the class. The continuation of the video begun at level 2 is used for listening and communicative expression.


**Spanish Level III (Honors)**

**USP233H 1 credit**

Prerequisite: Spanish Level II + department recommendation

This class provides a contemporary design with a focus on language, literature and film. The class has a cohesive two-part structure with an emphasis on grammar and reading. SP233H is an ideal resource for Advanced Placement and International Baccalaureate examinations. A modern, integrated video contextualizes material presented. Authentic readings and literary selections by well-known Hispanic authors are included in the course. New vocabulary is introduced that develops communicative competence.


**Spanish Level IV**

**USP343 1 credit**

Prerequisite: Spanish Level III honors or non-honors

This class is designed to help students become functionally proficient in the Spanish language and familiar with common Hispanic customs and traditions. The materials used in this program are designed and organized around the three principles of communicative proficiency: function, content, and accuracy. Students use the language in realistic contexts (function), communicate with each other on topics relevant to their lives and interests (content), and develop their skill in using lexical and grammatical features of Spanish (accuracy).


**Spanish Level IV (Honors)**

**USP343H (IB) 1 credit**

Prerequisite: Spanish Level III Honors + department recommendation

This course is directed toward the acquisition of advanced skills in the areas of oral proficiency, listening comprehension, writing process, reading comprehension, text-handling, grammatical analysis, development of vocabulary, literary analysis, and the study of culture. The course should be considered as the first year of a two year formal preparation for the Advanced Placement and/or International Baccalaureate Language B testing programs.
The acquisition of the skills mentioned above will provide each student with the opportunity to continue with the study of Spanish at the college, honors, AP and/or IB levels. Speaking Spanish in the class at all times is required.


**Spanish Level V**

**USP453**

Prerequisite: Spanish Level IV honors or non-honors

This is the last course in the sequence of non-honors Spanish classes. The course is designed so that students will gain practice in speaking, listening, reading, and writing skills. Students will have a concise review of the major points of Spanish grammar. Vocabulary acquisition will be stressed and students will be encouraged to perform Spanish skills to enhance their vocabulary and speaking skills. Writing will involve short Spanish compositions based on the in-class readings and other topics. The class will be taught in Spanish. Students are expected to communicate in Spanish as much as possible in order to develop proficiency and communication skills.


**Spanish Level V (Honors)**

**USP453H (AP/IB)**

Prerequisite: Spanish Level IV honors + department recommendation

Fifth year Spanish is a complete college level course that provides AP/IB students with a solid foundation in the four language skills: listening, speaking, reading, and writing. The broad scope of the class is to develop the necessary skills to communicate proficiently in Spanish and to appreciate the rich and diverse Hispanic culture. An intensive grammar review is completed during the first semester and extensive vocabulary is presented. AP and IB exercises are offered for practice. Literary and cultural readings are included.


**Chinese I**

**UMC113**

A beginning Chinese class intended for students with no prior knowledge of any Chinese dialect or written Chinese. The course will help students to develop basic listening, speaking, reading, and writing skills in modern standard Chinese, using pinyin and simplified characters. In addition, this course will cover computer skills not only with Chinese programs, but as a means for using computers as a learning technique to study Chinese.


**Chinese II (Honors)**

**UMC123H**

Prerequisite: Chinese I or successfully pass placement test

This course is a continuation of Chinese I with a review of grammar and further development of reading and writing skills in Chinese. A supplemental introduction to Chinese culture will also be included. The course will further emphasize Chinese pronunciation, the pinyin system, the Chinese character writing system, and sentence composition. This course will also continue to enhance computer skills with Chinese programs.


**Chinese III (Honors)**

**UMC333H**

Prerequisite: Chinese II or successfully pass placement test

This course is designed for students interested in a continuation of Chinese II with a review of grammar and a further development of reading and writing skills in Chinese. The course is conducted mostly in Chinese. Students in the honors course work at a faster pace, study supplementary grammar, supplementary readings, and address a greater variety of cultural topics. The class has a two-part structure with an emphasis on Chinese language and Chinese culture. Computer skills with Chinese programs will be reinforced.

Text: *Integrated Chinese, Level 2 Part 1 Simplified and Traditional* – textbook, workbook, audio CDs, Cheng & Tsui Co. 2010

**Chinese IV (Honors)**

**UMC343H**

Prerequisite: Chinese III or successfully pass placement test

This course is a continuation of Chinese III (honors). The course is designed to enhance the students’ fluency in speaking and writing. Conversation and composition skills are emphasized. The course is conducted mostly in Chinese. Chinese IV (Honors) is an ideal resource for Advanced Placement and International Baccalaureate examinations. Students will start to develop more complex conversational skills with greater exposure to authentic Chinese materials of both spoken and written varieties. Emphasis will be placed upon practical use of Chinese, so that students experience the world of real communication among the Chinese people. Students will not only learn to read and write at an advanced level, but will also gain the ability to understand, and speak Chinese in a variety of situations. This course will continue the advancement of computer skills with Chinese programs.

Text: *Integrated Chinese, Level 2 Part 2 Simplified and Traditional* – textbook, workbook, audio CDs, Cheng & Tsui Co. 2010

*Revised February 2016*
Chinese V (Honors)  
UMC453H  
1 credit

Prerequisite: Chinese IV or successfully pass placement test.  
This course is a continuation of Chinese IV (honors).  
This course is specifically designed to prepare students for the AP Chinese Language and Culture examination.  
It provides AP students with a solid foundation in the four language skills: listening, speaking, reading, and writing with the help of technology. The broad scope of the class is to develop the necessary skills to communicate proficiently in Chinese and to appreciate the elements of diverse Chinese culture. It is conducted entirely in Chinese.

Text: *AP Chinese Language and Culture - With Audio CD's*  
Barron’s Educational Series, 2010

ADVANCED COURSES OF STUDY

**UPPER SCHOOL ADVANCED PLACEMENT PROGRAM (AP)**

In addition to the IB program, Detroit Country Day School offers an extensive Advanced Placement (AP) program. The AP curriculum includes courses of disciplined and orderly inquiry. The program is designed to challenge gifted students and develop in them the ability to master complex knowledge. AP exams are given nationwide and in American schools abroad in May and may qualify students for college credit and in some cases, sophomore standing upon entering college. Examinations are graded by a corps of examiners from around the country on a scale of 1 (no recommendation) to 5 (extremely well qualified).

DCDS administers AP exams in the following subject:

- French Language
- Computer Science
- Spanish Language
- Statistics
- Calculus AB
- Calculus BC
- Music Theory
- English Literature
- German Language
- United States History
- Studio Art
- Biology
- Physics
- Government and Politics: US
- Chemistry
- Environmental Science
- Economics
- European History
- Psychology
- Latin
- Art History

**UPPER SCHOOL INTERNATIONAL BACCALAUREATE PROGRAM (IB)**

Detroit Country Day School offers qualifying students the opportunity to enroll in the International Baccalaureate (IB) program, a comprehensive and challenging pre-university course that demands the best from both motivated students and teachers. This two-year curriculum covers a wide range of academic subjects and has stood the test of time for over half a million students in 119 countries since 1968.

IB Diploma Program graduates are welcomed by the world's leading universities, which recognize the outstanding qualities of IB Diploma Program students. Typically, diploma holders are ready to debate real-world issues from an international perspective and to provide leadership and support in the local and global community. They demonstrate a capacity for in-depth study and critical thinking while maintaining a broad perspective of the different subject areas.

The IB curriculum consists of six subject groups:

- Language A (best language) including the study of selections from World Literature in drama, poetry and the novel. German A1 & French A1 also available
- Language B (second language) French, German, Latin, and/or Spanish, emphasizing fluency and cultural understanding
- Study of Man in Society: European History, American History
- Experimental Sciences: Biology, General Chemistry, Physics
- Electives: Theatre Arts, Fine Arts, or a second subject from the sciences group, or a third modern language

Program Description Courtesy IBO. ©IBO, 2008

**UPPER SCHOOL CONSERVATORY OF FINE AND PERFORMING ARTS**

Introduction

The Detroit Country Day School Conservatory puts a clear focus on building artistic capabilities for students seeking a career in the fine and performing arts. The rigors of advanced study and practice in their chosen discipline, mentored by artist/faculty and counseled on higher education options promotes students for entrance to the nation's most prestigious art schools, music conservatories and theatre programs.

By clearly identifying the Conservatory as a course of study option within our college preparatory mission, we put into action a focused mentoring of student artists who are gifted in their discipline and seek the preparation for the very competitive admission process at the top schools specializing in their arts discipline.

The fine and performing arts teaching staff are, for the most part, faculty artists that work in their professional field and also have the unique ability to teach. They have
the connections and experience to introduce students to a variety of professional associations which further prepare students for a life as a fine or performing artist.

The opportunities for Detroit Country Day School to engage in professional partnerships with area arts organizations began with the building of the Performing Arts Center. Three of our partners who use the PAC for their professional series, the Chamber Music Society of Detroit, the Great Lakes Chamber Festival and the Detroit Symphony Orchestra, have brought master class opportunities to our music students. There are similar opportunities for partnerships with professional dance and theatre organizations.

A College Preparatory Approach
Within Detroit Country Days’ college preparatory curriculum, students in the Conservatory, with the guidance of the faculty are able to customize a plan of study that insures advancement in their artistic pursuits. Depending on scheduling options, students may take advantage of electives within the IB (International Baccalaureate), AP (Advanced Placement) and Honors course offerings. Although the same basic graduation requirements of DCDS will apply to Conservatory students, an emphasis on a student’s artistic development for portfolio and audition readiness will be a major capstone of the program.

Student Qualifications For The Conservatory
Freshman and sophomore students who articulate their desire to pursue the Conservatory program in their discipline of study will be considered as having pre-Conservatory status. It is during these two years (Grades 9 and 10) that faculty will mentor and guide students in building their capabilities within the curriculum. Prior to entering the student’s junior year (Grade 11), a meeting will be scheduled with parents, the student and respective faculty to assess the pre-conservatory experience, evaluate the pros and cons of the Conservatory program, and, if applicable, chart a course of study for the junior and senior years.

Each curricular area (art, music, theatre) will develop a recommended course of study for students with pre-Conservatory status. It is recommended that students during this period explore a variety of courses in their respective arts discipline, as well as, fully engaging in the academic curriculum so that all DCDS graduation requirements are met and a well-rounded education is at the core of the four year DCDS experience.

The Conservatory Program has the flexibility to customize a course of study depending on each individual’s goals. In each arts discipline, however, there will be core curricular experiences that will be required. In the Fine Arts department, AP Art History and AP Studio Art will be at the center of the Conservatory experience. In the Theatre Department the two year series of Theatre Arts IB and Advanced Theatre Arts IB will be at the center of the Conservatory course of study in Theatre.

Even though each student will have a major focus in their work, additional arts experiences will be encouraged. As an example, a theatre student should be encouraged to join the choir and/or take a class in music theory. A vocal music should seriously consider a theatre course in anticipation and preparation for performance opportunities. A fine arts student who has a passion for sculpture would benefit from understanding life drawing or another medium, such as metals. To that end, the AP Art History course has far reaching applications for all students in the Conservatory program.

Conservatory of Dance
Vision:
A training program that develops well-rounded dancers/performing artists for their own enjoyment or in preparation for successful auditions resulting in admittance to the finest of university dance programs offering B.A. & B.F.A. degrees in Dance or Performing Arts.

Student Expectations:
For the student who strongly enjoys dance and/or wishes to seriously pursue a career as a dancer or performer, the Conservatory program focuses on: skill training, performance experiences, pedagogical/choreographical experiences and a global view of dance as it is reflected in unique ways around the world. Students wishing to participate in the Conservatory program are expected to fully engage in school productions and show consistent leadership in rehearsal and on-stage.

Student Requirements:
1. 3-4 core credits in the dance curriculum which include:
   - Dance Techniques 1– Performance Foundations (1/2 credit semester course)
   - Dance Techniques 2 – Performance Studies (1/2 credit semester course)
   - Repertory Dance Ensemble – Full year class (1 credit) may be taken up to three years (3 credits) in sophomore, junior and senior years
   NB: Dance 1 and Dance 2 are pre-requisites for enrollment in the Repertory Dance Ensemble

2. 1-2 elective credits within the Performing & Communication Arts disciplines of music, theatre and film as these are integral tools for the dancer.

3. Students are required to be part of two productions over their four years at the Upper School. Required participation includes; on-stage as dancer, assistant to choreographer or equivalent leadership role.
Conservatory of Film Making

Vision
A training program that develops well-rounded artists in filmmaking in preparation for successful auditions/portfolios resulting in admittance to the finest of University programs offering B.A. and B.F.A. degrees in Film or the Communication Arts.

Student Expectations
For the student who wishes to pursue a career in film or the communication arts, the Conservatory program focuses on: film techniques, film analysis, and editing techniques as well as actor training and directorial experiences. Students wishing to participate in the Conservatory program are expected to fully engage in the school Film Festival and show consistent leadership in class.

Student Requirements
1. 3-4 core credits in Filmmaking
   ½ credit – Foundations of Filmmaking
   ½ credit – Intermediate Filmmaking
   2 credits – Film Studio Production (taken both 11th/12th grade)
2. 1 ½ credits in performing arts curriculum which may include:
   • Narrative Techniques in Literature and Film (1 credit, English course) HIGHLY RECOMMENDED
   • Directed AND/OR independent Study Film (1/2 credit each)
   • Theatre 1 (1/2 credit semester course)
   • Theatre Production 1 (1/2 credit semester course)
   • Foundations of Music Theory (1/2 credit semester course)

Additional Requirements for Film Makers:
1. Enter a minimum of four films in Scholastic Arts and Writing Awards, MIPA, and DAFT.
2. Participate in the DCDS Student Film Festival by:
   a. Enter at least two films in both the junior and senior years
   b. Assist in running of the festival senior year.
   c. Prepare a senior portfolio of four films including a narrative, an art film, and a documentary.

Conservatory of Fine Arts

Vision
The Fine Arts component of the Conservatory of Fine and Performing Arts is designed to challenge the student who is passionate about Fine Art and has demonstrated a desire to develop their talent. This dedication will be achieved through a cohesive and sequential plan, under the guidance of professional artists/teachers. These mentors will define the artistic objectives of the individual student and give honor and recognition to their commitment to four years of Fine Arts at Detroit Country Day School.

Student Expectations
Minimum of 8-10 credits in Fine Arts classes
Completion of AP Art History (strongly recommended)
Work is consistently of high quality
Shows an imaginative, inventive, and confident articulation of the principles of design
Demonstrates higher level thinking
Evidence of confidence and of verse
Addresses fairly complex visual and/or conceptual ideas

Student Requirements
By senior year, students must
Artist statements for all pieces
Compete and exhibit outside of school
Community service to Scholastic Art Show
Be a role-model to underclassmen
Complete a daily log of ideas, design, images and thoughts
Eight pieces for Scholastic portfolio in a special medium or a theme
Complete a senior show at Celebrate the Arts
Show a body of their best work 15-25 pieces
Participate in the installation of their own artwork
Artist statement that reflects their four years of art
Be present from 1-4 for the exhibition
Speak articulately of their work to viewers
Uses materials effectively, technique is generally excellent
May show successful engagement with experimentation and/or risk taking
Demonstrates informed decision making
Maintain a visual log of their work

Fine Arts: Range of 8-10 semesters of art classes.
Strongly recommend AP Art History junior or senior year (2 semesters). AP Studio required senior year (2 semesters).

Conservatory of Music

Vision
The ancient Greek philosopher, Plato, extolled the benefit of music on the human being: “Education in music is most sovereign because more than anything else, rhythm and harmony find their way to the inmost soul and take strongest hold upon them, bringing with them and imparting grace if one is rightly trained.” The
Detroit Country Day School Conservatory of Music fully embraces the value and importance of training in music, and offers an enriched course of study for those students who are particularly dedicated to the pursuit of music scholarship and performance. Through extensive academic training and concert experience, the DCDS Conservatory of Music student will be fully prepared to continue their musical journey at the collegiate level.

**Student Expectations**

It is the student that is eager to pursue every musical experience possible that is a candidate for the Music Conservatory. Students wishing to participate in the Conservatory of Music program are expected to fully participate in the performance area of their choosing and show consistent leadership in rehearsal and on the stage. To fully prepare for the competitive nature of the pursuit of the performing arts, the Conservatory student must consistently be willing to strive for their very best. This includes private study as well academic music classes and ensemble participation.

**Student Requirements**

1. At least 4 credits of a curricular performance class, grades 9 through 12.
2. Take Music theory courses as determined appropriate by instructor (based on previous knowledge and experience), culminating in possible your schedule, in AP Music Theory UMU513H and taking the AP Exam.
3. Participation as a soloist at MSVMA/MSBOA Solo & Ensemble (or equivalent festival for pianists).
4. Audition for an advanced ensemble (Jazz Band, String Ensemble, Bella Voce) junior and senior year.
5. Study their chosen instrument with a private teacher at least junior and senior year.
6. Participate in the musical junior and senior year (pit orchestra, chorus, etc.).
7. Participate in Celebrate the Arts beyond the group performances junior and senior year.

It is also recommended for the students to take additional coursework in the arts, such as independent study, theatre, visual arts, etc.

Some of these activities can also fulfill the school’s blue/white and/or gold point requirements.

**Conservatory of Theatre**

**Vision**

A training program that develops well-rounded theatre artists in preparation for successful auditions resulting in admittance to the finest of University Conservatory programs offering B.A. & B.F.A. degrees in Theatre.

**Student Expectations**

For the student who wishes to pursue a career as a theatre artist, the Conservatory program focuses on; actor training, directorial experiences, theatre production and design, and a global view of theatre as it is reflected in unique ways around the world. Students wishing to participate in the Conservatory program are expected to fully engage in school productions and show consistent leadership in rehearsal and on-stage. To fully prepare for the competitive nature of the pursuit of the performing arts, the Conservatory student must consistently be willing to strive for their very best; challenging themselves rather than competing with others. In most cases this will include private study in preparation for university auditions.

**Student Requirements**

- 3 – 4 credits in the theatre curriculum which include:
  - Theatre 1 – Semester class in 9th grade
  - Theatre 2 – Semester class in 10th grade
  - Studio Theatre Ensemble – Full year class in 11th and 12th grades
  - Theatre Production – Semester class in 11th grade
  - Theatre Design – Semester class in 12th grade
- 1-2 credits within the music curriculum should be seriously considered as the actors understanding of their vocal capabilities through choir and/or music theory are important tools for the working actor.
- Audition for school productions all four years and commit to working on-stage, with the technical crew or support production efforts through stage management and student assistant director assignments.
- Student initiated and designed/ directed senior recital featuring monologues, scenes and musical selections if appropriate.
- Participate in Celebrate the Arts performances junior and senior year.
- Prepare appropriate theatrical selections for college auditions and, if required produce an audition CD/DVD.

**Upper School – Global Scholar Program**

The mission of the Global Scholar Program (GSP) is to inspire students to become well-equipped leaders and productive world citizens by developing an appreciation, understanding, and knowledge of the global community. The GSP is consistent with our school’s Strategic Plan and Instructional Plan goal of growing the global perspective of our students and our instructional programming.

Students will be required to choose from classes which have a global perspective and to participate in activities which emphasize global studies/issues. Upon completion of course and activity requirements, students will qualify for a Global Scholars Certificate or a Global Scholars Certificate with Distinction at graduation.

**US English** (3 of 4 credits): 9th grade English; 11th and 12th grades – two elective classes with global perspectives
US World Languages:
**Option 1**: 1st language through level 4/5 (honors or non-honors) **AND** one academic year of study of a 2nd language (honors or non-honors)
**Option 2**: 1st language through level 4/5 (honors or non-honors) and two consecutive years of study of a 2nd language (honors or non-honors)*
(*This will qualify the student to receive a GS Diploma with Distinction.)

US Science: (3 credits): Biology at any level; physical science (chemistry or physics at any level); AP Environmental Science
NB: Students may take additional science classes as well. Participation in Global competitions or doing science fair projects with a global emphasis/theme is encouraged. This will help students to fulfill the GSP requirements.

US History (3.5 or 4 credits): 9th grade history (honors or non-honors); 10th grade Modern World History (honors or non-honors) OR AP European History; in 11th / 12th grade, students may take 1.5 or 2 classes which satisfy the GSP requirement.
NB: AP Art History may also be taken, but it may not be a substitute for a graduation-required history class.


In addition, students will be required to:
- take 2 on-line summer classes over a 3-year period which will focus on building global competency, defining global issues, developing research skills connected to global issues, and taking action on global research;
- declare their intention to be a part of the GSP in the spring of 9th grade and meet with the Director of the GSP to begin tracking classes and activities;
- participate in a DCDS club which has a global theme at least two of four years (ex: World Language clubs, Model UN, GYLI, etc.) or present a Science Fair project with a global focus (to be approved by the GSP committee);
- participate in the DCDS Sister School Exchange Program, either as a traveler or as a host to a foreign student OR participate in a third-party summer program with a global perspective (program to be approved by the GSP committee). Financial aid will be available to qualifying students.
- develop a senior project which has a global connection;
- maintain a Cum Laude or higher grade point average all 4 years at the Upper School.

A 5-person committee will review on a yearly basis the progress of students in the DCDS Global Scholars Program. The committee members will be the Director of the GSP, the US Director, and 3 additional faculty/administrative members. This committee will determine student eligibility from year-to-year and monitor course selection/activities.

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**UPPER SCHOOL ACADEMIC GRADUATION REQUIREMENTS**

Students must satisfy academic and co-curricular (athletic/non athletic, skill development and self-discovery, and service and volunteerism) requirements for graduation.

### ACADEMIC GRADUATION REQUIREMENTS

**Academic Graduation Requirements**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts (Visual/Perf)</td>
<td>1 year*</td>
</tr>
<tr>
<td>English</td>
<td>4 years</td>
</tr>
<tr>
<td>Health</td>
<td>1/2 year (freshmen)</td>
</tr>
<tr>
<td>History</td>
<td>3 1/2 years (through Amer Gov)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 years (through Algebra II)</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>1/2 year (sophomores)</td>
</tr>
<tr>
<td>Science</td>
<td>2 years (1 life science/1 physical science)</td>
</tr>
<tr>
<td>World Language</td>
<td>3 years (through Level III)</td>
</tr>
</tbody>
</table>

*One-half credit is required of students who enter in Grades 10, 11, or 12. AR101/AR102 must be completed by the end of sophomore year.

### Credit Hour Requirements:

All students must be enrolled in a minimum of five courses each semester. A student who fails to meet the following minimum course credit requirements may be dismissed from the school. **Freshmen** (5.5 credits); **Sophomores** (11.5 credits); **Juniors** (16.5 credits); **Seniors** (22.0 credits)

### CO-CURRICULAR GRADUATION REQUIREMENTS (POINTS)

<table>
<thead>
<tr>
<th>Mission Points</th>
<th>Athletic and non-athletic options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue</td>
<td>4 points minimum (athletic)</td>
</tr>
<tr>
<td>Silver</td>
<td>0 minimum (non-athletic activity)</td>
</tr>
</tbody>
</table>

**Gold**

- 8 points (activities such as clubs which develop skills and self-discovery)

**White**

- 8 points (service, 5 hours of volunteerism/service to others are required for each white point)

**Mission Points - Athletic and non-athletic options**

(Required over 4 years; students must earn a total of 8 mission points. 4 mission points must come from blue point athletic activities. The remaining 4 mission points may be earned from blue (athletic) and/or silver (non-athletic team activity).

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**Mission - Blue Points - Athletic Requirements**

(Required over 4 years; students must earn one blue point per year in grades 9, 10, 11, and 12.) All physically able students in grades 9-12 are required to participate in athletics. One blue point is awarded for each season of athletic participation and must be satisfied by participation on a DCDS sponsored interscholastic sport team. An off-campus sport not offered by DCDS or national caliber sport (see below) may also qualify for a maximum of one point per year and must meet committee approval. An interscholastic sport team is defined as a school funded athletic team representing Detroit Country Day School that
competes against other high school teams. A season is defined as commencing with the first day of required try-outs or practice, encompassing all subsequent games and practices, and concluding with the team banquet following the final game or meet. Students are expected to attend their team’s practices and games, unless expressly excused by the athletic director upon a physician’s medical recommendation.

**Mission - Silver Points Non-Athletic Options**
A mission point can also be earned by participating in other after school non-athletic team activities (e.g. theatre productions, debate, forensics, science fair, robotics) which meets on a daily basis at a time when a student would otherwise participate in the athletic program. A national caliber activity (see below) may also qualify for a maximum of 1 point per year and must meet committee approval.

**Off-campus sport not offered by DCDS**
Students may request to participate in an off-campus sport (not offered by DCDS) for blue point credit by submitting an online application form (located in the student portal) by August 15 for fall or winter; or January 1 for spring.

**National Caliber Exception**
Students who excel in a particular sport or activity may request exemption by submitting an online application form (located in the student portal) by August 15 for fall or winter; or January 1 for spring. Students must provide proof of the following: 1) evidence of national or international ranking equivalent of Olympic level or similar in your sport/activity; 2) evidence of participation in national or international level competition; 3) outline, in detail, a typical daily and weekly training and competition schedule.

**Gold Points - Activities Requirements**
(Required over 4 years; students must earn two gold points per year) The gold point requirement emphasizes skills development and self-discovery and may be earned for each semester of participation in a club or activity. 80% attendance is required. The Clubs Program allows students to explore interests, discover passions, and develop responsibility. Students may select from among competitive, academic, athletic, artistic, performance and service options.

**White Points - Service Requirements**
(Required over 4 years; 5 hours of service = 1 white point; students must earn 2 white points per year through 10 hours of service/volunteerism) The white point requirement emphasizes selfless service to others and provides students with the opportunity to broaden their service and volunteerism. White points may be earned for approved in school and out of school service projects. **Grades 9 and 10** may complete all hours participating in on-campus activities. **Grade 11** must complete at least three hours in off-campus activities. **Grade 12** must complete at least five hours in off-campus activities. White points may be earned during the summer or school year. Completing a job for payment is not community service.

If the volunteer activity is off campus, the student must acquire a letter of verification from the sponsor of the activity including title of the activity, date it was performed, number of hours involved, and a brief description of the activity itself. All paperwork should be submitted to the White Point Coordinator. Documentation of any white point hours earned during the summer must be submitted by September 30.

Throughout the year, the Community Service Club sponsors a number of on and off campus service opportunities.

Examples of on campus community service activities may include: admissions open house host/hostess, class board (5 hours max), peer tutor, athletic assistant (ball person, ticket sales, scorekeeper, etc.) Examples of Off Campus community service activities may include: assist the elderly (repairs, yard work, etc.), food banks, park clean-up, or soup kitchens.

A student who fails to meet the minimum point requirements at the end of the school year will be denied all privileges normally accorded to the student's grade until the deficiency is made up. By the end of the first semester, seniors are required to have completed the required semester gold point and full-year white point service hours to qualify for senior project.

**CO-CURRICULAR INFORMATION**

**UPPER SCHOOL – COLLEGE COUNSELING PROGRAM**

The college counseling program focuses on building a student’s foundation for college success beginning in Grade 9. The program focuses on the student’s choices of academic and elective courses, extracurricular and community service activities.

**Grade 9**
- Choice of academic and elective courses
- Choice of extracurricular activities
- Review of standardized college entrance exams and timeframe
- Administration of the PLAN test (a curriculum based achievement test) which assesses a student’s interest and how those relate to academic and career areas
- Freshman College Night - a comprehensive program presented by College Counseling office professionals each year, tailored for freshmen students and their parents.
- Lunch workshops presenting information and activities focused for this grade level

Revised February 2016
Grade 10
- Administration of the “practice” PSAT/NMSQT (Preliminary Scholarship Aptitude Test / National Merit Scholarship Qualifying Test) which measures the students educational skills and gives them a chance to qualify for the NMSC (National Merit Scholarship Corporation) scholarship programs.
- Sophomore College Night - a comprehensive program presented by College Counseling office professionals each year, tailored for sophomore students and their parents
- Lunch workshops presenting information and activities focused for this grade level

Grade 11
- Individual personalized counseling begins
- Administration of PSAT/NMSQT (Preliminary Scholarship Aptitude Test / National Merit Scholarship Qualifying Test) which measures the students educational skills and gives them a chance to qualify for the NMSC (National Merit Scholarship Corporation) scholarship programs.
- Junior College Night - addresses college entrance tests, scholarships and financial aid, and factors in selecting a college. Each family also receives a comprehensive Junior College Counseling Handbook on this night. Attendance is mandatory.
- Opportunity to meet with visiting college admission representatives
- Naviance, a college research and application management system, is introduced. Students register and begin utilizing this tool for their research and application process.
- Lunch workshops presenting information and activities focused for this grade level

Grade 12
- Individual personalized counseling continues
- Senior College Night - reviews college application procedures, specific deadlines for various college-related materials, college interviews and a range of other college application and admission topics. Each family also receives a comprehensive Senior College Counseling Handbook.
- Counseling on college choices, application essays critiques and deadline monitoring
- Inform students of potential scholarship and financial aid opportunities
- Small group discussion on transition from high school to college
- Opportunities to meet with visiting college admission representatives
- Workshops focused on college applications, essays, interviews and other pertinent topics

Throughout the senior year, college counselors continue to review student progress and monitor the application process. Students are made aware of potential scholarship and financial aid opportunities and are assisted with the related federal and college forms. In the second semester, seniors will attend a series of small group sessions that address the transition from high school to college. Topics include college acceptances, deposits and enrollment, scheduling classes, time management, college offices to go to for assistance once at college, residence halls and roommates, personal values, safety and security on campus, and banking.

Coffee with the College Counselors - Informational Coffees are offered monthly on topics that address the various aspects of the college preparation planning, application, and admission process.

College Representatives at DCDS - Students are encouraged to meet with college admission officers who visit DCDS. Upcoming visits from college representatives are listed in Naviance, our college research and application management system. Seniors should inform teachers if they will miss class due to meeting with a college representative. Students are not permitted to attend sessions for which they have not signed up. In some cases, juniors may be allowed to meet with college representatives provided they will not miss a class and they have permission in advance from the director of college counseling.

Student Visits to College Campuses - Students who will miss school to visit a college campus must submit a pre-arranged absence form.

**Upper School – Learning Support, Tutorials, and Study Halls**

The Upper School has Learning Consultants who work with students during the school day in order to provide one-on-one, specialized learning support. The following three programs have been able to help students become more academically successful. Each program creates a constructive learning environment informed by educational research. We work together with students, so students can learn to address learning challenges by tapping their own learning strengths.

The Tutorial Assistance Program (TAP) operates during the school day on Tuesdays, Wednesdays, and Thursdays. Upper School Learning Consultants direct the program as Upper School teachers from each academic discipline (English, History, Math, Science, and World Languages) tutor students in a room in the Student Learning Center. Through this program, all students have access to one-on-one or small group tutorials during the school day from teachers. TAP is an excellent resource for students who are struggling academically, students who may excel in some subjects but have difficulty in others, and students who consistently perform well but want to continually challenge themselves to reach further. Additionally, TAP will help meet the academic needs of students who are transitioning into the school for the first time or who are returning after an extended illness. This program meets immediate and long-term educational needs. Learning how to access all resources available is a vital skill necessary for students to reach their true potential, during their years at DCDS, in college, and beyond.
The Academic Enrichment Program (AE) is designed with the same goals as the TAP program described above. Academic Enrichment meets after school Monday through Thursday from 3:30 to 4:30. The AE program is directed by the Learning Consultants and is staffed by Upper School faculty members from the Math, English, World Languages, History, and Science departments. Academic Enrichment serves as an after school drop-in learning support for any Upper School student. As a college preparatory school, we want students to learn to work with teachers while preparing for tests, quizzes, writing papers, or pursuing an intellectual question with faculty. This experience will encourage students to learn to draw on all academic resources when they attend college. The Academic Enrichment program also provides a constructive approach to support students who are on Academic Probation.

Students on academic probation attend TAP during school and AE after school. In keeping with the school’s motto, Mens Sana In Corpore Sano (A Sound Mind in a Sound body), the AE after school program works closely with the DCDS Upper School Athletic Department and coaches in order to enable students to meet both their academic and their athletic/activity requirements for graduation. Students report to practice immediately after leaving Academic Enrichment with the pass they have been given from AE. A student may be excused from AE for that day if s/he has a confirmed DCDS interscholastic athletic contest, is required to be in theatre rehearsal, or is required to compete in their blue point activity. A student with an unexcused absence from AE will be assigned a detention. If a student must fulfill a disciplinary detention, attendance at AE will count—the student will attend AE between 3:30 pm and 4:30 p.m. We advise all students that the best first step in seeking learning support is to work directly with their classroom teacher. Teacher-student tutorials may be arranged whenever a common time is available.

The Peer Tutorial Program draws on students’ expertise and provides another avenue for student academic assistance. The peer tutors from the DCDS Peer Tutor Board volunteer their time to tutor students during mutually free periods, including Academic Enrichment times, to encourage fellow students’ understanding of academic material being learned at the Upper School.

Study Halls may be available to students in grades 9-12. Graduation requirements, and the large number of electives offered, will determine whether a student has a study hall. For Grades 9-12, attendance is mandatory for assigned students. In the Upper School, juniors and seniors are generally exempt from study hall unless they are not making satisfactory academic progress. In some cases, juniors or seniors may be assigned study hall because of disciplinary issues.

Exceptions to study hall requirements may be made for Grade 9 and 10 students based on their achievement of honor roll status. The evaluation period is the student’s preceding end-of-year honor roll status or the first semester honor roll status. Freshmen and sophomores excused from study hall may study in the library, student center, or hallways but may not congregate or study in stairwells or locker rooms. Excused freshmen and sophomores with a first period study hall must sign in at the Attendance Office by 8:00 a.m. Juniors and seniors with a first period study hall must sign in at the Attendance Office by 8:00 a.m.

UPPER SCHOOL – LIBRARY SERVICES

Our Values
We believe
…that intellectual freedom is a fundamental right for all;
…that literacy is an essential skill across all platforms and disciplines;
…that reading for personal information and enjoyment leads to lifelong learning;
…that respect for intellectual and creative property is everyone’s responsibility.

Our Mission
Teach, Inspire, Explore

The Upper School Library is centrally located on campus and staffed with a professional librarian. It is designed to meet a variety of informational needs and learning styles of the students and faculty. There are places for quiet and small group study, classes and relaxed reading. The resources mirror the developing curriculum and technology components of the school; support the mission of the school and the specific goals of the Upper School program.

Print and online collections are reviewed and updated on a continual basis. The available reference and research materials support the curricula and research projects, from the simplest of definitions to those projects requiring in-depth expert authority. Electronic resources are available for all subject areas. The library website provides easy access to all of these resources from outside of school.

The primary focus of the Library program is to collaborate with departments to support the curriculum. Students are provided project specific and general instruction to meet not only their immediate academic needs, but to prepare them for research at the collegiate level. Instruction focuses on two primary areas:

➢ Research skills and information literacy – Students are taught how to locate and use print and online resources; and how to use a variety of filters and evaluation tools to identify which resources best meet their needs.

➢ Responsible use of resources – Students receive instruction on the importance of giving credit to their research sources, how to create a list of works cited in a variety of formats; how to avoid plagiarism, and how to use technology and all resources responsibility.
Additionally, the library encourages the appreciation of reading for pleasure and personal learning. The YA and adult fiction collections provide opportunities for students, faculty and staff to enjoy well known and emerging authors of all genres.