# Table of Contents

- MISSION ........................................................................... 2
- GUIDING PRINCIPLES ..................................................... 2
- A MEMBER OF ............................................................... 2
- UPPER SCHOOL PHILOSOPHY ...................................... 3
- UPPER SCHOOL GOALS .................................................... 3
- SCHOOL MOTTO, MASCOT, COLORS............................ 3
- ALMA MATER ................................................................ 3
- INTRODUCTION ............................................................. 4
- EXPLANATION OF COURSE NUMBERS ....................... 4
- DIPLOMA REQUIREMENTS ............................................. 5
- ACADEMICS .................................................................... 5
- INTERNATIONAL BACCALAUREATE PROGRAM ............. 6
- ADVANCED PLACEMENT PROGRAM ............................. 7
- LEARNING SUPPORT SERVICES ................................. 7
- TECHNOLOGY AND THE CURRICULUM ...................... 8
- INTERDISCIPLINARY ...................................................... 9
- COMPUTER SCIENCE .................................................. 11
- ENGLISH ........................................................................ 14
- FINE ARTS ..................................................................... 23
- WORLD LANGUAGES .................................................... 28
- HISTORY .......................................................................... 37
- MATHEMATICS ............................................................. 44
- PERFORMING ARTS: MUSIC ......................................... 50
- SCIENCE ......................................................................... 52
- PERFORMING ARTS: THEATRE AND COMMUNICATION ARTS .................................................................. 61
- THE DETROIT COUNTRY DAY CONSERVATORY OF FINE AND PERFORMING ARTS ......................... 64
- HEALTH EDUCATION .................................................... 68
- LIBRARY MEDIA SERVICES ........................................... 68
- ADVISOR - ADVISEE PROGRAM .................................... 69
- UPPER SCHOOL ATHLETICS ..................................... 71
- BLUE POINT OPTIONS ............................................... 72
- CHARACTER EDUCATION ............................................. 75
- CLUBS AND EXTRACURRICULAR ACTIVITIES ......... 75
- COLLEGE COUNSELING ............................................... 76
- COMMUNITY SERVICE ................................................ 79
- DRESS CODE ................................................................ 79
MISSION

Detroit Country Day School provides a superior college preparatory, liberal arts educational opportunity to young people of cultural and intellectual diversity. Within a dignified and supportive setting, the school facilitates a spirit of achievement and promotes the academic, artistic, ethical, character, physical and leadership development of all students so that they can pursue excellence in their lives and careers, and play effective roles in their families and communities.

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 or 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.

A MEMBER OF

- The National Association of Independent Schools
- Independent Schools Association of the Central States
- International Baccalaureate Organization
- Council for the Advancement and Support of Education
- Association of Independent Michigan Schools
- Parents League of Association of Michigan Independent Schools
- National Association of Principals of Schools for Girls
- Council on Religion in Independent Schools
UPPER SCHOOL PHILOSOPHY

The Detroit Country Day School motto, “Mens Sana In Corpore Sano” (A Sound Mind in a Sound Body), reflects the philosophy of the Upper School. We offer challenging and comprehensive instruction in the basic liberal arts disciplines through diversity of teaching styles for students of similar abilities. We adhere to the premise that creativity can flourish in a structured, dignified, competitive environment. We recognize that in addition to superior academic credentials, our faculty must also possess the character traits that will enable them to serve as role models for students in the areas of mutual respect, leadership, personal integrity, and responsibility to the work ethic.

We maintain a nurturing environment created by close faculty-student, coach-athlete, and advisor-advisee relationships. We stress the extension of the educational process beyond academics with required interscholastic athletics and activities, as well as interactive assemblies and symposia. We believe that every student from average to gifted ability has the potential for a successful university experience.

UPPER SCHOOL GOALS

Detroit Country Day School strives to develop:

- an enthusiastic student with a high level of intellectual curiosity and a love for life time learning.
- a well-prepared student with highly developed study skills, one who can adjust to the expectations and rigors of college, career, and community.
- a perceptive student with an understanding of technology and its applications to each academic discipline.
- a self-reflective student with a knowledge and appreciation of the larger world of ideas, with a capacity to address future challenges.
- an active student with a variety of interests beyond the academic classroom.
- a global student with an appreciation for different cultures and a respect for individuals.
- an ethical student with a strong sense of personal integrity and a willingness to lead.
- a well-mannered student with an appreciation for the value of decorum.
- a responsible student who can balance school commitments with family life.
- a healthy student with a commitment to athletics and physical fitness.

SCHOOL MOTTO, MASCOT, COLORS

The school motto is derived from the writings of the renowned Latin poet, Juvenal, who coined the phrase: Mens Sana In Corpore Sano (A Sound Mind in a Sound Body).

The school mascot is the Yellowjacket. The school colors are blue and gold.

ALMA MATER

Hail to thee, our Alma Mater,
Gathered here we sing thy praise!
Scholars, athletes, sons of glory,
Pledge our honor and love always.
On the field and in the classroom,
We shall always bring thee fame.
Through the years we will remember:
Detroit Country Day School!
Hail thy name!
INTRODUCTION

Detroit Country Day School offers academic programs that contribute to the liberal arts education of students. Symposia and assemblies on current societal issues, and theater, 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 electronically assignment sheets to 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. 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 testing 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 a 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.

EXPLANATION OF COURSE NUMBERS

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, HS=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).
Diploma Requirements

Academics

Program of Studies and Minimum Graduation Requirements
Graduation requirements must be satisfied within three categories: academics, athletics, and activities.

Academic Department Requirements

- English: 4 years
- Fine & Performing Arts: 1 year*
- Foreign Language: 3 years (through Level III)
- History: 3 1/2 years (through American Government)
- Mathematics: 3 years (through Algebra II)
- Science: 2 years (1 life science & 1 physical science)

*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

In addition to the above, students must also successfully complete the following required courses:

- Freshmen: 1 semester of health
- Sophomores: 1 semester of public speaking, debate, or forensics
INTERNATIONAL BACCALAUREATE PROGRAM

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

**Mathematics**
- Higher Level Mathematics, Standard Level Mathematics, and Mathematics Studies

**Electives**
- Theatre Arts, Fine Arts, or a second subject from the sciences group, or a third modern language

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<th>Estimated IB NA average print score</th>
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Program Description Courtesy IBO.©IBO, 2008
ADVANCED PLACEMENT PROGRAM

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.

Currently, DCDS administers approximately 400 AP exams to individual students each year.

- 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

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 students have done very well on AP exams, with approximately half earning the highest score and another quarter earning the next highest score. Over 90% of DCDS students taking the exams scored a 3 or better as recorded over the course of the last 20 years.

UPPER SCHOOL LEARNING SUPPORT SERVICES

The Upper School has learning consultants who work individually with students throughout the school day during the student’s study hall in order to provide one-on-one, specialized learning support.

The Academic Enrichment Center, staffed by Upper School faculty members from the math, English, world languages, history, and science departments, addresses the individualized tutorial and study needs of all students on academic probation. Students will be required to attend on a daily basis until the faculty removes academic probation. The Center operates daily, Monday through Thursday, from 3:30 p.m. until 4:30 p.m. and is located in designated Upper School classrooms. Any student on academic probation must report at 3:30 p.m. and sign in with a faculty member. A student is allowed to leave when a faculty member has signed him/her out. Some days, with faculty approval, students may leave before 4:30 p.m. if the student has fulfilled his/her academic responsibilities.

Daily and prompt attendance at the Enrichment Center takes precedent over after-school responsibilities including athletic practices. The program works closely with the DCDS Upper School Athletic Department and coaches in order to create the time and space that allows the students to both meet their academic requirements as well as their athletic requirements for graduation, incorporating the school’s philosophy of Mens Sana In Corpore Sano (A Sound Mind in a Sound Body). Students will be expected to report to practice immediately after leaving the Enrichment Center. Passes will be given to each student-athlete to give to his/her coach. The only acceptable athletic excuse will be if a student has a confirmed interscholastic athletic contest. A student with an unexcused absence from AE will be assigned a detention. If a student must fulfill a disciplinary detention, attendance at Academic Enrichment will count, however, the student must attend between 3:30 p.m. and 4:30 p.m.

The best first step for students seeking tutorial assistance is to work directly with their classroom teacher; teacher-student tutorials may be arranged whenever a common time is available.
The **Tutorial Assistance Program** (TAP) takes place during Upper School students’ study halls on Tuesdays, Wednesdays, and Thursdays. Upper School teachers from each academic discipline (English, history, math, science, world languages) will be stationed in the alcove area of the Student Learning Center and students will have access to one-on-one or small group tutorials during the school day from classroom teachers.

The Tutorial Assistance Program aims to provide support to all students within the school day. 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 continually challenge themselves to reach further. Additionally, TAP helps to meet the academic needs of students who are transitioning into the school for the first time or who are returning after extended illness. In the spirit of excellence and accomplishment, this program meets immediate and long-term educational needs. Students receive tutorial assistance for their current classes as well as learn to take responsibility for their academic success. In college and beyond, learning how to access all resources available is a vital skill necessary for students to reach their true potential. In our community of professionals, TAP also presents the opportunity for colleagues to learn from each other’s pedagogy while working with students across all classes within an academic discipline.

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 run by Mrs. Becker, volunteer their time during mutually free periods including in the AE classroom to encourage students’ understanding of the academic material being learned at the Upper School.

All three programs have been able to help students come off of Academic Probation and make sure that the grade 12 students are supported in meeting all of their graduation requirements. Together, we work to create a constructive learning environment guided by educational research, which suggests the greatest motivation for student learning occurs in a context that provides both high learning challenges and high levels of academic support.

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**TECHNOLOGY AND THE CURRICULUM**

Detroit Country Day School has been a leader in college preparatory education for nearly 100 years, with its founding mission of promoting the appreciation of lifelong learning through a liberal arts education. Presently, as one of the nation’s first schools to implement a curriculum designed to take advantage of the power of laptop technology, Detroit Country Day School is continuing its history of innovation and educational leadership.

The mobile computing program enables teachers to merge the business technology tools of today into a rigorous academic curriculum that will better prepare students for the culture of their future. In a world where many employers expect mastery of computer skills from new employees and universities commonly require freshmen to arrive with their own computers and computing skills, Detroit Country Day School’s mobile computing program provides students with the necessary computer competencies essential in a competitive world.

The Curriculum Leadership Council meets throughout the year as members of extended academic departments, including teachers of students from pre-Kindergarten to grade 12. The purpose of these meetings is to assure the proper vertical and horizontal integration of the scope and sequence of academic content areas and teaching methodologies, and to compare our curriculum to national and state standards. Currently, our faculty continues to review and adapt the scope and sequence of the skill content areas while simultaneously establishing performance standards for technology-literate students through curricular mapping. The National Educational Technology Standards Foundation has identified six broad categories of standards for students. The standards for students include:

- Basic operations and concepts, including proficiency in use of technology;
- Social, ethical, and human issues, including responsible use of technology systems, information and software;
- Technology productivity tools, including use of tools to enhance learning, increase productivity and promote creativity;
Technology communications tools, including use of telecommunications, and a variety of media and formats to effectively communicate information and ideas to multiple audiences;

Technology research tools to locate, evaluate, and collect information to process data and report results; and,

Technology problem-solving and decision-making tools to help students solve problems and make informed decisions.

These standards are introduced, reinforced, and eventually mastered by students as teachers integrate them into the academic curriculum. Teachers use these standards as guidelines for planning technology-based academic activities in which students achieve success in learning, communication, and life skills.

Teachers’ Final Site pages (including assignment sheets), on-line gradebook, e-mail accessibility, Internet and intranet access, and a comprehensive network support system all combine to place truly remarkable tools at the fingertips of students, teachers, and parents in the DCDS educational community. Daily access to personal computing technology helps students develop effective study habits, organizational skills, and research methodologies.

While the traditional instructional methods still exist, opportunities for creativity and discovery expand beyond the classroom with available technological resources at DCDS. The educational model at DCDS provides students with excellence in subject-matter teaching with a focus on learning for students of the “digital generation.”

INTERDISCIPLINARY

Leadership & Technology
UID111

This seminar for new, rising Grade Nine students to Detroit Country Day School is designed to increase student success at DCDS. Leadership and Technology helps bring them to the same comfort level as their counterparts from DCDS’s Middle School. 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.


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 and Data Structures, followed by AP Computer Science A.

The Computer Science Department helps support computing technology across the Upper School curriculum. We began our laptop program in the 1999-2000 school year following a pilot program for teachers the previous year. Technology has now become 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 and faculty member in the upper school has a laptop computer equipped with Microsoft™ Office and access to a variety of educational software. Classrooms have at least 24 network ports available with access to the Internet and our internal servers. Wireless accessibility exists throughout the school.

Faculty and students use a wide array of technology, such as the Internet, Microsoft™ Office programs, Webworm (online homework and testing), graphing calculators, and audio-visual materials for classroom presentation, discussion, and homework. Students use online library databases to conduct research for their classes. Faculty members develop lessons and software that are used here and presented nationally. Classes and clubs, such as computer graphics, yearbook, newspaper, art magazine, and film club, use and explore digital media in our computer labs.

Technology has greatly facilitated communication within the Country Day community. E-mail is used extensively to exchange information between faculty, students, administration, and parents. Additionally, teachers maintain websites giving students access to assignment sheets, handouts, and information specific to each class taught as well as online gradebooks.

The implementation of our integrated database system (Senior Systems) seeks to provide a means of simplifying many administrative tasks. Taking attendance, recording grades, writing goal comments, tracking discipline actions and graduation requirements are now all accomplished within Senior Systems. This database is used by all our schools and administrative offices, providing centralized up-to-date information about our students.

Multimedia and Programming
UCS211 ½ credit

Prerequisite: none

Students learn and practice many multimedia and programming skills in this course. Entering students need not be particularly technologically sophisticated, but should have creativity and an interest in multimedia.

The dominant form of multimedia communication today is the World Wide Web, so learning how to produce multimedia materials for the web is a major part of this course. A few projects take students’ use of Microsoft™ Office programs to a higher level, but most use other programs, a variety of media sources, and a range of equipment from a simple scanner to a digital video camera. Students produce multimedia interactive presentation and learning tools. Many class sessions include lab time, so some assignments may completed in class. This class changes every year as multimedia technologies evolve.

Goals for this class include preparing students to make their own interactive presentation and learning tools, including shooting and editing videos, and writing their own web pages to include at least html (hyper text markup language) and CSS (cascading style sheets).


Programming & Design for the Web
UCS221, UCS222 ½ credit

Prerequisite: none

In this course, students learn techniques of programming and design for the world wide web. We learn web page design, HTML (HyperText Markup Language) coding, cascading style sheets (CSS), and emphasize originality over canned effects produced by programs designed for beginners. We continue with page enhancement using JavaScript, an introduction to Java, and more.

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


Programming and Design for the Web II
CS242 ½ credit

Prerequisite for this class is department chair approval and Programming and Design for the Web 1 (CS221 or CS222) or Multimedia and Programming (CS211).

In this course, students advance their techniques of programming and design for the World Wide Web, starting with the JavaScript language. Included are such concepts as loops, working with images, forms, and dynamic pages. We may be working with Java, PHP, MySQL, and/or web servers as time and interest permit.

This course builds on web programming techniques learned in CS221 or CS222 or CS211, one of which is required as a prerequisite for this class.


Goals for this class include preparing students to prepare more advanced web pages and sites using JavaScript and other languages and techniques.

Intermediate Programming & Data Structures logically follows this course, especially for students planning to take Computer Science AB AP (Advanced Computer Science).

Intermediate Programming & Data Structures
UCS322 ½ credit

Prerequisite: UCS211, UCS221 or UCS222

This course logically follows either of the 200-level courses (Multimedia and Programming, CS211, or Programming and Design for the Web 1, CS221.) 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.

IPDS is an integral part of the advanced placement computer science sequence, covering the first few chapters of the Computer Science AB AP (ACS) 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 computer language.

Text: *Java How to Program*, latest ed, by Deitel and Deitel.

Advanced Computer Science A
UCS433H (AP) 1 credit

Prerequisite: UCS322

This class, an honors level Advanced Placement class, logically follows Intermediate Programming and Data Structures (CS322) 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.

Text: *Java How to Program*, latest ed, by Deitel and Deitel.

Related Clubs, Activities, Events and Competitions

- Computer Competition Club
- Digital Film Club
- Newspaper
- Yearbook
Language skills empower intellectual, personal, and social growth. Recognizing this essential feature to 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 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. In addition, the semester-long speech course in the sophomore year develops composure and confidence.

By assigning homework on a nightly basis, we encourage the continual 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 format

Literature, Speech, Composition & Grammar
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 well-focused expository composition. The course integrates grammatical comprehension in order to increase proficiency in speaking and writing. The literature program introduces the genres — fiction, non-fiction, poetry, epic, and drama — and teaches the 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: Sophies’s World; Vocabulary for the College Bound - Green Book

American Literature, Grammar and Composition
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. As part of the course requirement, students attend dramatic presentations at Meadow Brook Theatre. 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

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**World Literature**
UEN313 1 credit

**Prerequisite: Sophomore English**

This course will sample some of the best twentieth-century novels, stories, and poems (in translation) by authors from mostly non-English speaking countries. While the novels we read focus on two main regions—Africa and South/Central America—the stories and poems in the anthology take us to Japan, Pakistan, Iraq, Algeria, Australia, China, Columbia, 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 in turn to focus on themes common to all literatures: love, death, family, power, gender, race, class, etc. 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 for this class:**

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**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. By doing so, students will work to discover meaning in their readings and to justify their interpretations. Students will read a selection of works representing the canon of international literature, including Sophoclean tragedy, a comedy of manners by Oscar Wilde, and an absurdist drama by Samuel Beckett. Students will explore several Latin American novels exemplifying magic realism; and they will further globalize their literary experiences by reading works by Dostoevsky, Camus, Achebe, and a host of poetical and short fictional works by modern authors around the world. In this course, students will compose many analytical essays, including extemporaneous pieces; compose creative pieces; engage in several oral presentations; study textual, literary, and collegiate-level vocabulary; and select for supplemental study poems and short stories from international sources.

**Text:** Three Theban Plays, Sophocles Penguin, 1984; The Importance of being Earnest, Oscar Wilde; Avon; Waiting for Godot, Samuel Beckett; Grove Press, 1982; Chronicle of a Death Foretold, Gabriel Garcia-Marquez Ballantine, 1982; The House of Spirits, Isabel Allende, Bantam Books, Pedro Paramo, Juan Rufalo, Grove Press; Crime and Punishment, Fyodor Dostoevsky, Bantam Classics, 1987; Things Fall Apart, Achebe Chinua, Prentice Hall (K-12); Modern World Literature, Nextext (McDougal, Litell).
Narrative Techniques in Literature and Film
UEN323 1 credit

Prerequisite: Any junior English elective other than EN333

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—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.

But film is a text which interprets reality and unreality for us; we need to be careful not to get swept away by its surface pleasures, but also to probe deeper for equally important concerns. We will view the films and novels through literary, cultural, psychological, feminist, and aesthetic lenses. We will be working out how meaning is made and questioning possible definitions of truth, realism, creation and relationship.


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. Regular vocabulary units and study skills are included in the course.

Text: Three Dimensions of Vocabulary; Norton’s Introduction to Literature; St. Martin’s Guide

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, Macketts, A Man For All Seasons, Dante’s Inferno, The Odyssey, Mythology, Beneath the Wheel, Siddhartha, All the King’s Men, Gulliver’s Travels
American Diversity, American Identity
UEN373  1 credit
Prerequisite: Sophomore English

In this course we will read both fiction and non-fiction written by American people of color in the 20th and 21st centuries. We will read the writing of Native Americans, African Americans, Latinos/Latinas, Chinese Americans, Indian Americans, Arab Americans, and others in order to examine some of the ways in which American writers of color have formed and understood their identities as both Americans and members of particular ethnic or racial groups. The course will be largely discussion-based and writing-intensive with students writing major and minor papers each goal and completing vocabulary exercises drawn from the texts we read.

Text: The following authors and/or works may be among those included: James Weldon Johnson’s The Autobiography of an Ex-Coloured Man, Toni Morrison’s Tar Baby, James Baldwin’s Giovanni’s Room, Leslie Marmon Silko’s Ceremony, Richard Rodriguez’s Hunger of Memory, Julia Alvarez’s How the Garcia Girls Lost Their Accents, Maxine Hong Kingston’s China Men, Bharati Mukherjee’s The Tree Bride.

The Margins of Literature
UEN363 1 credit
Prerequisite: Sophomore English

In The Margins of Literature, we will read all sorts of things that aren't usually read in an English class. Like they say of Michigan weather, if you don’t like it right now, just wait ten minutes. So in this course. If you’re not into reading about the orange industry in Florida, come back tomorrow for the graphic novel. Graphic novels don't grab you? Next week we'll read interesting people’s personal letters. Music reviews, science writing, corporate mission statements, song lyrics, restaurant menus, office furniture catalogues, anonymous internet commentary, graffiti, greeting cards and travel guides: In short, we will read our world, which (as we instinctively knew as little kids) is alive with meaning. Imagine Lupe Fiasco bumping into Bill Gates at a Hallmark store. Students will write responses to the readings, attempt to write in the various genres we study (no, you may not tag my walls), and take the occasional quiz and test. Each student will also develop an independent, year-long writing project.

Required texts will include Art Spiegelman, Maus; John McPhee, Oranges; James Agee, Let Us Now Praise Famous Men, and Non-Required Reading of 2008. Finally, we will have several Coffee Shop sessions throughout the year, where we will share our creative writing.

Modern Themes in Literature
UEN383  1 credit
Prerequisite: Sophomore English

English and American works provide the texts for analysis and discussion regarding the effect of technological advances in modern society. Thematic units include alienation, psychotechnology, propaganda, and alternative realities. The course focuses on the loss of individuality substantiated by scientific depersonalization and technological dependence. The authors included are Olaf Stapledon, Aldous Huxley, Philip K. Dick, and George Orwell, and various contemporary short story writers. Students will analyze texts, work in small groups, and write papers that apply thematic units to modern life.


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: J.D. Salinger’s Nine Stories, John Steinbeck’s The Grapes of Wrath, Ernest Hemingway’s The Sun Also Rises, William Golding’s Lord of the Flies, Oscar Wilde’s The Importance of Being Earnest, 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: Sophomore 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 literary movements and ideas that influenced the writers of each age. Analytic papers require the application of numerous critical methods: Structuralism, New Criticism, New Historicism, Reader Response, Feminism, and Marxism. The following authors and/or works will be among those included: Beowulf, Chaucer’s Canterbury Tales, Sir Gawain and the Green Knight, Marlowe’s Dr. Faustus, Shakespeare’s King Lear, Milton’s Paradise Lost, and the poetry of Donne, Marvell, Dryden, Pope, Johnson, Blake, Wordsworth, Byron, Shelley and Keats.


Shakespeare and Modern Drama (Honors)
UEN423H (AP)  1 credit
Prerequisite: department recommendation
In the first part of the course, students will study plays from each of Shakespeare’s three major categories: tragedy, comedy and history. Analysis of Shakespeare’s language and the characters, plots, figures of speech, and themes he weaves with those words will coincide with a study of the conventions of Renaissance theater. The remainder of the course will focus on major dramatic texts from the late nineteenth-century through the twentieth centuries. To study modern drama is to trace the “isms” of literary history—realism, naturalism, nationalism, modernism, symbolism, expressionism—as well as conventions and trends particular to drama, such as the influence of melodrama, the “well-made play,” the Theater of the Absurd. The study of drama is also the study of the “isms” and political issues predominant in the social world—socialism, communism, nationalism, racism, sexism, feminism. Our dual study of drama as literary texts and commentaries on social conditions will be enhanced with efforts to explore the essential relationships between the play, the stage, and the audience.

Class will be run primarily as discussion. Students will be expected to complete regular daily reading and writing homework; evaluation will also rest on literature and vocabulary quizzes, papers, presentations, and exams.
The following authors and/or works may be among those included: Shakespeare’s *The Merchant of Venice, Hamlet, The Tempest, Othello, Twelfth Night, Much Ado About Nothing,* and *Macbeth* as well as Heinrich Ibsen’s *A Doll’s House,* George Bernard Shaw’s *Mrs. Warren’s Profession,* Anton Chekov’s *The Three Sisters,* Samuel Beckett’s *Endgame,* Tennessee Williams’ *A Streetcar Named Desire,* Harold Pinter’s *The Birthday Party,* Wendy Wasserstein’s *The Heidi Chronicles,* Tony Kushner’s *Angels in America,* Neil Simon’s *Brighton Beach Memoirs,* Arthur Miller’s *Death of a Salesman.*

**The American Novel**  
*UEN443  1 credit*  
**Prerequisite: Sophomore English**

The American novel has been one of our most popular and meaningful literary modes. Some offer entertainment; others illuminate the human experience. This course gives students the opportunity to examine the individual visions 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. Among the novelists to be included are Guest, Fitzgerald, Rolvaag, Lewis, Baldwin, Conroy, McCullers, and Hemingway.

**Text:**  
*Ordinary People,* Ballantine Books; *The Great Santini,* Bantam Books; *The Sun Also Rises,* *The Great Gatsby,* Macmillan; *Cold Sassy Tree,* Dell; *The Red Badge of Courage,* Bantam Books; *The Heart Is a Lonely Hunter,* 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.

**Text:** Major texts will include poetry by Elizabeth Barrett Browning, Robert Browning, Dante Gabriel Rossetti, and Alfred Lord Tennyson *The New Oxford Book of Victorian Verse,* Oxford University Press, 1987; novels by Charlotte Bronte *Jane Eyre,* Penguin, 1986; Charles Dickens; *Hard Times,* Dent, 1994; Rudyard Kipling *Kim,* and the cultural criticism of Thomas Carlyle.
(on industrialism), Thomas Henry Huxley (on science), John Stuart Mill “The Subjugation of Women”, John Ruskin and Walter Pater (on art and architecture), and John Henry Newman (on education), Prose of the Victorian Period, Riverside, 1958.

**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 Mailloux.

**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
UEN563  1 credit
Prerequisite: Sophomore English
In this course students will survey literature by women, often about women, but not necessarily 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. Assessment will be based on class discussion, journals, expository writing, and examinations.

Text: The course may include such canonical texts as Kate Chopin's *The Awakening* and Charlotte Bronte’s *Jane Eyre*, and such contemporary texts as Jean Rhys’s *Wide Sargasso Sea* and Maxine Hong Kingston’s *The Woman Warrior*. Students will also have the opportunity to decide other texts to be covered, by selecting from a range of authors, historical eras, and thematic units.

Introduction to Theory of Knowledge
UEN583H   1 credit
Prerequisite: Admission to either Theory of Knowledge 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 either Theory of Knowledge 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 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.

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

EN593H, open to non-IB seniors as English credit, is a required course for candidates enrolled in the International Baccalaureate Diploma Programme.

**Related Clubs, Activities, Events and Competitions**

- Debate
- Senior Speakers
- Digital Filmmaking Club
- Spectrum
- Drama
- Digital Film Club
- Essay and Oratorical Contests
- The Day Times
- Forensics
- Theatre Enrichment Program
- Free Lance Club
- Yearbook
FINE ARTS

The Upper School fine arts department offers fine arts 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. Visual heritage
4. Critical analysis

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

Human beings live in cultures, and these cultures can only survive if certain roles are filled and certain functions carried out. One means of survival is to ensure that these critical functions are passed on from one generation to the next. For this transition to occur, arts must be seen as central to the educational process.

In presenting visual 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 production time allows the students hands-on experiences with art principles and elements, techniques, and media. Through varied experiences, the student develops a rich background of understanding the fine 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
UAR101, UAR102 ½ credit
Prerequisite: none
This course is the prerequisite to all courses in the department. It introduces the student to the elements and principles of visual design. Application of the fundamentals encompasses historical, cultural, aesthetic, critical, and studio production frameworks. The student will develop a personal vocabulary of art within the context of assigned studio problems. Students will maintain a sketchbook. The text is augmented by slides, transparencies, and videos.


Introduction to Drawing
UAR111, UAR112 ½ 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 may learn to see and understand design while expressing ideas, feelings, and imagination. Students will be able to evaluate drawings in relation to their expressive qualities, and to understand terms for discussing media and technique. 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.

**Media Exploration**  
UAR321, UAR322 ½ credit  
*Prerequisite: UAR101 or UAR102*  
This one semester course will provide the student with a broad base of experiences in 3-D art. Students may be introduced to plaster, clay, fibers, painting, metals, sculptural forms, and welding. Students are encouraged to take risks and explore unique solutions to problems while incorporating historical and aesthetic frameworks.

**Printmaking**  
UAR311, UAR312 ½ credit  
*Prerequisite: UAR101 or UAR102*  
This one semester course is intended to develop the students’ studio fluidity in etching, lithography, monotype, screen, and relief printing. These processes become the mechanisms for generating ideas, images, and production of a suite of prints. The student will investigate imagery, content, and print technology.

**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 fine/low fine 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, slides, and art vocabulary.

Advanced Sculpture
UAR231, UAR232 ½ credit
Prerequisite: UAR131 or UAR132

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 re-
quired. 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*

This course builds on the practical information introduced in Beginning Photography, but concentrates on more conceptual and technical approaches to photography, such as toning negative monoprints and advanced pinhole camera. Projects are designed to build a further understanding of photographic problem solving and photography’s means for conveying information with the use of telephoto lens and high speed film. Refined printing techniques, use of light meters, and various exposure manipulations, easel distortion, and finally, the presentation of the students’ work are included. Assignments are tailored to individual interests.

**Introduction to Jewelry and Metals**

UAR151, UAR152  ½ credit

*Prerequisite: UAR101 or UAR102*

This class exposes students to design concepts as well as basic techniques of jewelry and metals, including layout, piercing, forging, rolling, inlay, polishing, and soldering. Students will have the opportunity to create individual pieces based on an understanding of construction basics. [Open to sophomores, juniors, and seniors.]

**Advanced Jewelry and Metals**

UAR251, UAR252  ½ credit

*Prerequisite: UAR151 or UAR152*

This course allows students to apply basic skills from Beginning Jewelry and Metals in an individually directed manner and to deepen their understanding of design to include projects linked by theme, concept or an exploration of a particular advanced technique, such as acid-etching, or resin inlay. Advanced techniques will be explored on an individual student basis.

**Calligraphy and Book Binding**

UAR181, UAR182  ½ credit

*Prerequisite: UAR101 or UAR102*

This one semester course will introduce the student to drawn letters (calligraphy). Formal and informal styles will be taught. In addition, students will learn the mechanics of book construction, the use of fabrics, paste, and metallic paper to create unique one-of-a-kind books. Lectures on the art history of the written word and book construction will be presented.

**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.
Directed Study
UAR411, UAR412  ½ credit

**Prerequisite: Art Teacher or Department Head approval**

Students must have enrolled previously in at least one year of art; individual projects are required. Each student must have the framework toward the completion of a portfolio. Projects must be challenge based to solve a specific problem or experiment with a new process. These works may be completed in several weeks or may require an entire semester. Only the following areas of art are available for Directed Study: ceramics, sculpture, jewelry, photography, computer graphics, drawing, and painting.

Independent Study
UAR441, UAR442  ½ credit

**Prerequisite: Junior or senior with Art Instructor and Department Head approval**

Students pursue individual projects, culminating in a solo exhibition at the annual Celebrate the Arts Show in the spring. Emphasis is placed on careers in art and exploration of area galleries, museums, and art shows. Working toward procurement of an assignment for their off-campus senior project in the spring, students will expand their contacts in art-related fields.

AP/IB Studio Art
UAR443H  1 credit

**Prerequisite: Senior with Art Advisor or Department Head approval**

The AP program in studio art enables highly motivated students to do college-level work while still in high school. The program is intended to develop quality of work, concentration on an area, and breadth of experiences accompanied by expressive means. The development of the AP Studio Art Portfolio involves significantly more time than a typical high school art course and is not for those who are casually interested. The quest for quality of both production and experience makes active demands on students, teachers, and the school itself. The deadline for submitting Scholastic Art Portfolio, required in January. Slides or CD of work are required.

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.

Related Clubs, Activities, Events and Competitions

- Art Service
- Ceramics
- Digital Filmmaking
- Metals
- Newspaper
- Photography
- Spectrum
- Yearbook
- Eyeline-Visual Arts Publication
- Art from the Heart
- Celebrate the Arts
- Scholastic Art Show
- MAEA Region and State Comp.
- Our Town Birmingham Student Art Show
- Congressional Arts Competition, Senator Knollenburg
- BBAC Student Show Competition

2010-2011 Curriculum and Programs Guide
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; 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 or Spanish, and 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.


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.

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 entirely in French with emphasis placed on conversation and writing. Students study passages from French literature that are associated with different periods of history. The history of France is covered from prehistoric times to modern day history. Students write compositions, give oral reports about world issues, and present scenes from plays they study in class.


French Level V (Honors)
UFR453H (AP/IB) 1 credit
Prerequisite: French Level IV (Honors) + department recommendation

This course is specifically designed to prepare students for the AP French Language and/or IB examination(s). It is conducted entirely in French. Students are required to do advanced work in areas relating to language and literature. Continual practice in conversation and pronunciation is an integral part of the course. A comprehensive review of advanced grammar
is accomplished. Literary texts studied are chosen from the list of IB prescribed works. Students are required to keep weekly journals.

**Text:** *Une Fois pour toutes*, Longman, 1992; *AP French*, Longman, 1997; *Rhinocéros*, (Ionesco); *Huis-clos* (Sartre); *Bravo*, 5th edition, Thomson Heinle 2005

**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. They encounter the culture through special readings, films, and comments drawn from the experience of the teacher.

**Text:** *Deutsch Aktuell 1*, Kraft, EMU, 2004; *Das Rad*, Scholastic Magazines

**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. Students continue to participate actively in conversations, skits, and readings, all of which deal with cultural topics of interest to young people, and which present new grammatical structures and vocabulary.

**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. They are also exposed to many of the problems in modern Germany. The course fosters increased active and passive vocabulary, and emphasizes the refinement of grammatical skills.

**Text:** *Kaleidoskop, 6th Edition* Moeller, Houghton Mifflin, 2002; *Schuss; Aktuell; Scholastic Magazines*

**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:** *Kaleidoskop, 6th Edition* Moeller, Houghton Mifflin, 2002 *Die Physiker*, Duerrenmatt; *Aktuell; Scholastic Magazines*
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.

Text: *Die Physiker*, Duerrenmatt; *Aktuell*, German newspapers and magazines; the audiomagazine *Schau ins Land*

German Level VI & VII (Honors)
UGR463H & UGR473H (AP/IB)        1 credit
Prerequisite: German Level V or department recommendation

This advanced course is designed to meet the needs of native or near-native speakers of German who wish to maintain and broaden their background in German language, literature, life, and civilization. The works of major German writers will be studied. Students who wish to prepare for the higher level Language B IB examination or Language A in German can also meet these objectives through this course.

Text: Further study of the IB prescribed authors and their works, German newspapers and magazines as determined by the teacher.

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. Audio tapes 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 a limited number of kanji are introduced. Tape 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 text, they will have learned 113 kanji in addition to numerous tenses. Tape exercises are provided for each chapter to improve students’ listening skills.


**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. An abundant amount of vocabulary is provided as well as 100 new kanji. Additional kanji are included for recognition only. Tape exercises are provided for each chapter to improve their listening skills.


**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 examined, with an introduction to the scansion of Roman poetry. 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, introduced in connection with specific readings. The second half of the course will feature a close examination of Cicero’s *First
*Catilinarian*, with reading and translation accompanied by literary and rhetorical analysis. Finally, various other readings will be introduced as time and interest permits, including passages of poetry to act as a bridge to the requirements of AP Latin.

**Text:** *Latin for Americans 3*, Glencoe/McGraw-Hill, 2003

**Latin Level IV (Honors)**  
ULA343H (AP/IB)  1 credit  
**Prerequisite:** *Latin Level III* or equivalent

Latin IV Honors/AP will cover the Latin AP syllabus, which constitutes an in-depth study of the *Aeneid* and its literary and historical background. The course will emphasize translation of passages required by the college board; sight-reading will receive particular attention. Infrequent grammatical constructions not previously encountered will be addressed as needed. In addition, students will concentrate on poetical analysis, addressing areas such as meter and scansion, literary devices, and thematic concepts.


**Latin Level V (Honors)**  
ULA453H (AP/IB)  1 credit  
**Prerequisite:** *Latin Level IV* or equivalent

Latin V Honors/AP will cover the Latin AP syllabus, which features selected poems of Catullus and excerpts from one other author; currently, Horace is offered, but Cicero or Ovid may be featured instead. Course methodology will be greatly similar to that of Latin IV Honors/AP, with translation and analysis assignments at a somewhat faster pace. Completion of both AP syllabi also mostly fulfills the requirements of the Latin subject area of the International Baccalaureate; students in that program will also be responsible for a modest amount of supplemental reading.


**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 writing projects make use of the lap-top computer.

**Text:** *En Español 1*, Gahala, Carlin, Heining-Boynton; McDougal-Littell, 2004.

**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.

**Text:** *En Español 2*, Gahala, Carlin, Heining-Boynton; McDougal Littell, 2004.
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 also 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.

**Text:** *Adventuras*, workbook and lab manual, Donley, Benavides and Blanco: Vista Higher Learning, Boston, 2007.

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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.

**Text:** *En Español 3*, Gahala, Carlin, Heining-Boynton; McDougaln Littell, 2004.

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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.

**Text:** *Descubre-Nivel III*, Blanoo, Vista Higher Learning, 2008.

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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 1 credit

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 skits to enhance their vocabulary and speaking skills. Finally, reading will be stressed with the reading of several short Spanish readers chosen in order of difficulty. 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) 1 credit

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.


Mandarin Chinese I
UMC113 1 credit

A beginning Mandarin 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.

Mandarin Chinese II
UMC123  1 credit
**Prerequisite: Mandarin Chinese I**
This course is a continuation of Mandarin Chinese I with a review of grammar and further development of reading and writing skills in Mandarin. 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.


Mandarin Chinese III
UMC233, UMC233H  1 credit
**Prerequisite: Mandarin Chinese II**
This course is designed for students interested in a continuation of Mandarin Chinese II, with a review of grammar and a further development of reading and writing skills in Mandarin. Passages from Chinese Literature and readings on Chinese culture will be studied. Computer skills with Chinese programs will be reinforced.


Mandarin Chinese IV
UMC343H  1 credit
**Prerequisite: Mandarin Chinese III**
This course is a continuation of Mandarin Chinese III, and is designed for students interested in using their Chinese skills to deal with the Chinese people. Emphasis will be placed upon practical use of Mandarin, so that students experience the world of real communication among the Chinese. 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 program.


Related Clubs, Activities, Events and Competitions
- Junior Classical League
- French Club
- Model United Nations
- French National Contest
- National Latin Exam
- German Club
- National Spanish Exam
- German National Contest
- Spanish Club
- Foreign travel with family stays: France, Japan, Quebec, Spain
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. 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. Honors courses at these levels study in more depth a greater variety of topics at a faster pace. Juniors are required to take American Studies with special emphasis given to women and minorities through the use of primary source material; Advanced Placement sections are available to students. For seniors, an extensive elective system of honors and non-honors courses based on strengths of department members and student demand is available.

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

Numerous field trips, such as the DIA, the Henry Ford, Circuit Court, The Detroit Economics Club, and the Museum of African American History, complement visiting speakers and classroom instruction. Extracurricular opportunities exist in Washington and Lansing for government- and economic-seminar programs and through related club activities.

Ancient and Non-Western World
UHS113, UHS113H 1 credit

Prerequisite: department recommendation for HS123H

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, Pre-Columbian, 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. Stu-
udents 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.


**AP European History (Honors)**

**UHS223H**  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.

**Text:** *Western Civilization*, Steven House & William Maltby, Thomson-Wadsworth, 2005.

**American Studies**

**UHS313**  1 credit

**Prerequisite: None**

Is the promise of America upheld in American society? This class is designed thematically to challenge students to think critically and to analyze what America’s guiding principles were/are and to examine how well we are living up to those promises. Students examine the promise as it applies to the following areas: equality, growth of democracy, foreign policy and expansion, and economic development. Students learn about American history through a survey of significant events. Initially, the framing of the Constitution and the structure of American government are examined. Consequently, students focus primarily on events of the 20th Century. Students all participate in a yearlong project to examine whether the Promise of America was fulfilled. Students develop their own argument and choose examples from our studies to support their argument. The culminating project is the creation of a web page or a PowerPoint presentation that demonstrates their argument. Students also continue to perfect their research, writing, and analytical skills by writing one research paper during the year. Activities throughout the year allow students to participate in projects that utilize technology to enhance their studies. Critical evaluation of historical information on the Internet enhances student knowledge. Students also participate in smaller projects that involve web quests, PowerPoint projects, and creation of web pages. Students learn and practice various computer applications to enable them to complete these assignments.


**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, Popularism, 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 ½ 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 student to be proficient writers as tests are essay only.


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 theater communicates an appreciation for our American heritage through “living history.”


American Legal History
UHS422 ½ credit
Prerequisite: None
Beginning with an inquiry into the meaning of law, the concept of rights and duties, and the nature of a legal system, students examine the ideas of the Founding Fathers in theory through a study of the functions, jurisdiction and powers of the Supreme Court. A case study approach is employed to study various legal issues including freedom of belief, freedom of expression, separation of powers, equal opportunity, rights of the accused, slavery, citizenship, and the vote. Students also study the rules and principles governing the administration of the criminal justice system with an emphasis on Constitutional limitations. Topics studied include a historical overview of the criminal system, federal authority over criminal procedures, counsel for the accused, control of police practices, guilty pleas, plea bargaining, and sentencing. Students visit a Michigan judicial circuit court to review criminal proceedings on a first hand basis.


Foreign Crisis Simulation
UHS432 ½ credit
Prerequisite: None
The purpose of this course is to immerse the students in the dramatic multi-faceted international political reality of the Arab-Israeli conflict. The course is set up around a computer-simulated exercise where twelve schools (acting as different countries) communicate via computer to re-enact the conflict as it has unfolded over the years. Students participate in the domestic political affairs of their assigned country as well as sending international communications and making decisions of the high-level political figures in their country. The excitement of the course is that it is totally student-generated where each
participating school has the opportunity to rethink foreign policy issues and rewrite history. The course uses a computer telecommunications network as its foundation.

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:

- Songs by Bob Dylan

AP US Government & Politics (Honors)
UHS453H 1 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.


Current Domestic Issues
UHS462 (IB) ½ credit

Prerequisite: None

This course affords students the opportunity to investigate and discuss controversial issues facing American society. Topics such as affirmative action, gun control, assisted suicide, abortion, capital punishment, hate crime and sexual harassment will be among the subjects covered. The “Opposing Viewpoints” series will complement various “online” and text sources.

Contemporary World History (Honors)
UHS463H (IB)        1 credit

**Prerequisite: None**

In preparation for the IB examination, this course examines the major issues of the 20th Century. The causes, consequences and significance of both world wars and the establishment and work of international organizations like the League of Nations and the United Nations are explored. The interwar period’s rise of the single party state, emergence of aggressive nationalism, and collapse of international order are covered. The post-World War II era of nationalistic independence movements and decolonization are investigated along with the problems of emerging nations. The evolution of the Cold War, superpower blocs and the Third World’s response, and nuclear arms control are topics that conclude the course.


American Government
UHS471, UHS472        ½ 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.


African-American Studies
UHS482        1 credit

**Prerequisite: None**

African-American Studies is designed to be a course that examines the experience of the African-American community from the end of slavery through the Civil Rights Movement. The purpose of the course is to enable students to understand the basis of race relations in the United States and the obstacles that African-Americans have had to overcome in order to fully enjoy the rights of American citizenship. Students will explore the legal, social, educational, and economic impact of racial segregation and the struggle to end it in America. The course is divided into the following general topics:

- The Reconstruction period
- Rise of Jim Crow
- Accommodation vs. confrontation in the early 20th Century
- Violence and the impact of terror acts
- The Harlem Renaissance
- The role of African-Americans in the military
- The Civil Rights Movement
- Understanding affirmative action

Students will utilize a variety of online sites and resources. The course will also present two award winning documentary series, “The Rise and Fall of Jim Crow” and “Eyes On the Prize” along with other relevant videos and printed handouts. Students will participate in a debate simulation between Booker T. Washington and W.E.B. DuBois. They will also present an oral interpretation of a piece of literature from the Harlem Renaissance and write a narrative based on an interview with a senior citizen who lived through the Civil Rights Movement. At the conclusion of this course students should have a greater
appreciation of the ability of the African-American community to persevere and overcome the challenges faced in America since the Emancipation Proclamation.

**Text:** See www.dubioslc.org

**Human Geography (Honors)**
UHS493H (AP) 1 credit

**Department Recommendation**
Advanced Placement Geography is designed to be the equivalent of an introductory college course in the study of human interaction with places and space. Students will study the following course topics: population distribution and movement, cultural patterns and processes, political organization of space, agriculture and rural land use, settlement and urbanization, the geography of manufacturing and services, and economic, social, and environmental aspects of globalization. Students will learn how to use the three principle analytic methods employed by geographers: area analysis, spatial analysis, and geographic systems analysis. Students will use interactive computer tools including geographic information systems, Encarta Virtual Globe, and Virtual Field Guide Web Site for storing, mapping, and analyzing geographic data.


**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

**Natural History**
UHS523 1 credit

**Prerequisite: none**

N.B. Preference for limited enrollment will be given to upperclass students. Allocation for a double block should be made for this course taught in conjunction with Ecology U5C523.

Students in this course will explore the relationship between nature and the various phases of human development: the Paleolithic phase, the Neolithic village phase, the period of the great religious cultures, the scientific-technological phase, and the emerging ecological phase.

This course is especially concerned with the power that has come under human control in and through the scientific-technological inventions of recent centuries. The consequences of this new power, its helpful and harmful aspects, are considered along with those social, economic, political, and cultural changes that have been witnessed during the past few centuries. While this period has so far lasted only a few hundred years, in contrast to the several thousands of years of the classical civilizations, these centuries of science and technology deserve consideration more as a geological age than as a historical period.

Students will study the age of dominance of the human over the natural during the period when the numinous presence pervading the universe had diminished in human awareness in favor of a dominant preoccupation with human reason, human power, and the sense of the machine as the dominant metaphor for understanding the reality of things. It is also the
period when a profound social consciousness was developed. The planet was affected by political, social, economic, and religious adjustments that have had a severe impact on life as we currently know it.

The course will also include a study of the emerging ecological age, the age of growing intercommunion among all the living and non-living systems of the planet and the entire universe. The study will focus on the theme of re-establishing the human within a natural context. The course will also deal with the renewal of human roles and human institutions within the context of an integrally functioning biosphere.


**Related Clubs, Activities, Events and Competitions**

- Michigan Youth in Government
- Children of the Holocaust Survivors Association in Michigan Survivors Competition
- Diversity Council
- Elaine Boesky Book Prize Competition
- Entrepreneurial Club
- Junior Statesmen of America
- Michigan Social Studies Olympiad Competition
- Model UN
- National History Day Competition
- National Peace Essay Contest
- Operation Bentley
- Field Trip to Wayne County Circuit Court
- Field Trip to Detroit Institute of Arts
- Field Trip to the Henry Ford
- Civil War Trip
- Trip to Yellowstone Ecosystem, Wyoming
- Trip to Gray’s Reef National Marine Sanctuary in Savannah, Georgia
- Trip to Isle Royal National Park in Michigan
- Trip to Pigeon River State Forest in Northern Michigan
**MATHEMATICS**

The mathematics department at Detroit Country Day School emphasizes critical and creative thinking in the study of mathematics and attempts to foster preciseness, 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 Math and Science Analysis, 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) are used in the mathematics classrooms to enhance these courses.

**Algebra I**

**MA113**  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.


**Geometry**

**MA123**  1 credit

*Prerequisite: Algebra I*

This course integrates topics from geometry and algebra and includes an introduction to space geometry, coordinate geometry, vectors, and constructions. 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.

**Text:** *Geometry*, Jurgensen, Brown, and Jurgensen, McDougal Littell, 2000.

**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, mappings, vectors, graph theory, fractal geometry 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 graphics calculator will be used extensively 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 (Honors)  
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, basic statistics, matrices, 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 (IB) 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: department recommendation**

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, permutations, combinations and probability, elementary statistical concepts, 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 (IB) 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 graphical 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.


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 is the second course in a two-year sequence and 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 is the third year course in the three-year honors sequence that 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 BC course is followed. 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.


Math and Science Analysis
ID511, ID512  ½ credit per semester  
**Prerequisite: Completion of Algebra II and a laboratory science**

The mathematics and science departments teach this interdisciplinary course jointly. Students will use a team-based laboratory approach to investigate a dynamic range of physics, mathematics, and social and biological science problems. Calculators, computers and other tools of mathematical and scientific investigation will be extensively utilized.

**Discrete Mathematics (Honors)**
MA511H (IB)  ½ 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.

**Text:** *Discrete Mathematics*, V.K. Balakrishnan, Dover, 1991  

**Linear Algebra (Honors)**
MA522H (IB)  ½ 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)  ½ credit  
**Prerequisite: Discrete Math (or concurrent with) and 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 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: Linear Algebra (or concurrent with) and 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 approval
Must also enrolled in Discrete/Linear, Number Theory/Advanced Topics, or AP Statistics

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; Must also enrolled in Discrete/Linear, Number Theory/Advanced Topics, or AP Statistics

Only for students taking both the IB Higher Level and Further Studies Mathematics Exams.

Related Clubs, Activities, Events and Competitions

- American mathematics Competitions (AMC-10, AMC-12, AIME, USAMO)
- American Scholastic Mathematics Association League
- Grand Rapids Community College 9th & 10th Grade Math Challenge
- Math Competitions Club
- Michigan Math League
- Michigan Mathematics Prize Competitions
- UM-Flint Math Field Day
- MMPC Math Luncheon
- Purple Comet Mathmeet
- The iTest
PERFORMING ARTS: MUSIC

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 district and state 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 a 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.

Beginning Music Theory
UMU311, UMU312 ½ credit
Prerequisite: none
Students learn the basics of how to read and write music through short, in-class performance, composition, and listening exercises. Students complete a creative project each goal.

Advanced Music Performance Practicum
UMU421, UMU422 ½ credit
Prerequisite: Instructor approval required
Students gain an in-depth understanding of form, harmony, counterpoint, composition, and style through concentrated, individualized work with the instructor.

AP Music Theory (Honors)
UMU413H (AP/IB) 1 credit
Prerequisite: Must be able to read music.
Students gain an in-depth understanding of form, harmony, counterpoint, and style through in-class composition and listening exercises. Special emphasis is placed on concepts that will be tested on the Advanced Placement Music Theory exam. Students write a piece of music for a school ensemble to read.

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 90 students who enjoy singing and can pass a simple tone matching and voice placement audition. Two major concerts are given during the year, with occasional off-campus appearances. This group performs mostly collegiate level choral literature, with the occasional light/novelty selection for the spring school concert. Members of Bella Voce, a 20 voice advanced mixed ensemble, are chosen from choir by audition in May of the previous school year, and maintain a regular performance schedule for school and community. This group tours internationally every four years.

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).

**Related Clubs, Activities, Events and Competitions**

- Bella Voce
- Guitar Club
- Jazz Band
- School Concerts
- MSBOA Festivals
- MSVMA Festivals
- Celebrate the Arts
- Pep Band
- International & Domestic Concert
- Men’s Glee Club
**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, parasitology, 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 science 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.

**Text:** *Plant Biology (with Infotrac)*, by Rost, Barbour, Stocking, and Murphy (Wadsworth Publishing Company, 2006) and associated lab manual.
Botany II
UBY332  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 second semester will cover physiology and ecology.

Topics for discussion include: the biochemistry of plants in terms of energy transfer, hormonal control, nutrient processing, and interaction with the environment will be considered.

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 audiovisual 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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.

Text: Biological Psychology by James W. Kalat; Story of Psychology by Morton Hunt and Biopsychology Course Pack.

Advanced Topics in Psychology
UBY451, 452 ½ credit

Prerequisite: 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, and stoichiometry, 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, envi-
ronmental 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 and department recommendation
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 parasites, 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 laboratory-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.

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.

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).


**Related Clubs, Activities, Events and Competitions**

- Clubs
  - Astronomy
  - Environmental
  - Robotics
  - Science Olympics
  - Metropolitan Detroit Science Fair
  - Michigan State Science Fair
- Junior Science & Humanities Symposium
- TEAMS Engineering Test
- ACS Chemistry Olympiad
- Physics Olympiad
- Science Olympics
- Harvard Biology Exam
- National Science Olympiad
- Trip to Yellowstone Ecosystem, Wyoming
- Trip to Gray’s Reef National Marine Sanctuary in Savannah, Georgia
- Trip to Isle Royal National Park in Michigan
- Trip to Pigeon River State Forest in Northern Michigan
PERFORMING ARTS: THEATRE AND COMMUNICATION ARTS

The Theatre Program offers students with an interest in the performing arts 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.

The theatre courses focus on an understanding of not only the skill development of the actor but also the powerful role that theatre has played throughout the ages. The World Theatre Studies component demands investigations of theatre traditions outside of our own cultural experience in order to broaden our perspectives of how theatre can be defined.

Of all the arts, theatre is the one that looks most like life. Characters argue, court each other, solve problems and experience most everything else that we as human beings engage in. As Alfred Hitchcock said, “Theatre is life without the boring parts.” It is the ‘doing’ of the work of this subject that looks so unlike any other educational pursuit. Theatre artists develop most successfully by engaging in unedited playfulness and imagination challenges. As famed theatre director Peter Brooke has distilled it, “it takes nothing more than one actor moving through a space and one person watching to make theatre happen.”

The theatre department perspective is that each theatre or dance artist comes to the training arena with his or her own unique set of skills. Our job is to enhance, stretch and support their artistic journey.

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.

Forensics
UCM221 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 public speaking and literary performances. The course will be modeled after the competitive forensic activity but students are not required to compete as a part of the course. Students will have the opportunity to learn the skills of informative and persuasive speaking including both composition and delivery of presentations. Students will also learn the skills involved in the oral interpretation of literature. The focus of interpretation skills will be on proper choice of literature, interpretation of author’s intent along with physical and vocal performance of literature. In addition, performing before an audience provides students with skills and confidence that are necessary outside of the classroom.

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 ½ 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 ½ 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.

**Theatre Arts IB / Advanced Theatre Arts IB**  
TH 423; TH433 1 credit  
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.

**Related Clubs, Activities, Events and Competitions**
- All-School Musicals
- U/S Musical theatre productions
- International, National and State-wide showcase opportunities
- U/S Play Productions
- Spring Student Theatre Festival
- Technical production teams & stage crew
- Summer Theatre Conservatory programs
- International Thespian Society
THE DETROIT COUNTRY DAY CONSERVATORY OF FINE AND PERFORMING ARTS

Introduction
The fine and performing arts programs have nurtured and challenged countless generations of Country Day students, many of whom now make their careers in the arts. The initiation of the Country Day Conservatory program acknowledges the talent of our past students with an eye toward building excellence in the arts for future generations of graduates.

The fine and performing arts teaching staff at Detroit Country Day 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. Two of our partners who use the PAC for their professional series, the Chamber Music Society of Detroit and the Great Lakes Chamber Festival, have brought master class opportunities to our music students. There are similar opportunities for partnerships with professional dance and theatre organizations that will be formalized as the Conservatory grows in scope.

Purpose
The Country Day 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.

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 Country Day 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. Plans are in development to add senior recitals and senior showcases as the student’s capstone event at Country Day.

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.

New additions and requirements to our existing programs:

- Increased recommended course load to at least five (5) credits in the arts specialization which represents ten (10) semester classes (current minimum graduation requirements for DCDS are just one (1) credit or two semester courses of fine and performing arts).

- Senior recital. In the performing arts this may take the form of a music recital (vocal and instrumental), a theatre acting recital (showcasing a variety of prepared theatrical pieces in monologue or scene for) or, as in the case of fine arts students, a showing of art work that truly represents the best of their portfolio.

- Formalized professional partnerships with Chamber Music Society of Detroit, Great Lakes Chamber Festival, Stratford Festival of Canada & Purple Rose Theatre Company.

Conservatory of Fine Arts

Portrait of a Conservatory Art Student:

- 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
- 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

Conservatory requirements senior year:

- 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
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 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 Conservatory of Theatre:

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 for the Conservatory of Theatre:

1. 3 – 4 credits in the theatre curriculum which include:
   - Theatre 1 – Semester class in 9th grade
   - Theatre 2 – Semester class in 10th grade
   - Theatre Arts IB – Full year class in 11th grade
   - Advanced Theatre Arts IB – Full year class in 12th grade
   - Theatre Production – Semester class in 11th grade
   - Theatre Design – Semester class in 12th grade

2. 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.

3. 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.

4. Student initiated and designed/ directed senior recital featuring monologues, scenes and musical selections if appropriate.

5. Participate in Celebrate the Arts performances junior and senior year.

6. Prepare appropriate theatrical selections for college auditions and, if required produce an audition CD/DVD.

Conservatory of Music

Purpose & 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 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 Music Conservatory student will be fully prepared to continue their musical journey at the collegiate level.

**Student Expectations for the Conservatory of Music:**

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 for the Conservatory of Music:**

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 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. Senior recital of at least 45 minutes in length senior year, which can feature multiple instruments/performance genres (i.e. voice/piano, music/theatre, etc.)
6. Study their chosen instrument with a private teacher at least junior and senior year.
7. Participate in the musical junior and senior year (pit orchestra, chorus, etc.).
8. Participate in Celebrate the Arts beyond the group performances junior and senior year.
9. Prepare a repertoire of selections appropriate for college auditions and produce an audition CD/DVD.

Ronald R. Weiler II, Department Chair
James Territo
Stacey Bowen

September 25, 2009

**Sample - Pre Conservatory and Conservatory Experience:**

**Pre-Conservatory:**

- Grade 9: Full year of Choir/Band/Orchestra
- Participation in Solo & Ensemble
- Member of Chorus/Pit in musical

- Grade 10:
  - Full year of Choir/Band/Orchestra
  - Participation in Solo & Ensemble
  - Begin private voice lessons
  - Member of Chorus/Pit in musical

**Conservatory:**

- Grade 11:
  - Full year of Choir/Band/Orchestra
  - Full year of Music theory
  - Participation in Solo & Ensemble
Continue private study
Member of Pit Orchestra/Audition for lead in musical
Perform at Celebrate the Arts
Audition for Jazz Band/String Ensemble/Bella Voce

Grade 12:
Full year of Choir/Band/Orchestra
AP Music Theory
Participation in Solo & Ensemble
Continue private study
Member of Pit Orchestra/Audition for lead in musical
Perform at Celebrate the Arts
Prepare and perform senior recital
Prepare for college auditions (CD/DVD)

HEALTH EDUCATION

Health Education
UHE131, UHE132 ½ 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.

Text: Health Education, Jeanne Selander Miller, (a course pack of material; American Red Cross Community First Aid and Safety, Mosby Lifeline Co., 1993.

Related Clubs, Activities, Events and Competitions
- Peer Intervention
- SADD – Students Against Destructive Decisions

LIBRARY MEDIA SERVICES

Mission Statement
The Detroit Country Day School Library Media Services Department supports the curricular mission of the school by providing students, staff and faculty the services and materials necessary to meet their intellectual needs and to foster a love of reading and lifelong learning.

Vision Statement
- The primary roles of the Library Media Services department are to support the curriculum, promote the value and joy of reading and to teach information literacy skills.
- We support the American Library Association’s Library Bill of Rights and defend and uphold the freedom to read.
• We will follow accepted professional standards and practices as outlined by the American Library Association, American Association of School Librarians and other library professional organizations.
• We will guide library patrons to be ethical and responsible users of print and electronic resources.

The Upper School Library is centrally located on campus. It was completely renovated in 1999 and is designed to meet the various 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 – print, electronic, audio visual and virtual - mirror the developing curriculum and technology components of the school, and support the mission of the school and the specific goals of the Upper School.

The print collection is updated and expanded on a continual basis. The available reference and research materials support the various curricula and research projects, from the simplest of definition to in-depth expert authority. Electronic resources are available for all subject areas. These resources, available at school and remotely, provide patrons with the most up-to-date information possible in a wide variety of formats. Currently under development is a virtual reference library, allowing patrons to pursue research of print resources, in digitized format.

The professional staff of the library strives to provide instruction to patrons that assist them in developing a variety of information literacy skills. Whether it is a simple ready reference question or research for an extensive paper, students learn the process of identifying questions, determining possible resource types, acquiring information and then presenting it with the proper acknowledgement. In addition, students are encouraged to explore the world of “pleasure” reading and “information acquisition” for personal growth.

**Instruction Provided Through Collaboration**

Grade 9 – Collaborating with the history teachers, the librarian provides several sessions of instruction focusing on research resources and skills needed to complete in-depth and efficient research. Students review basic skills, are introduced to new skills, and learn how to identify and utilize the resources available at the Upper School and at the university level.

Grades 9 through 12 – Collaborating with faculty in all academic areas, students continue to develop information literacy skills necessary to prepare for college level research. These skills include proper bibliographic citation, use of critical essays, use of various types of material types, including academic journals and primary documents, print and electronic resources and critical and ethical use of the World Wide Web.

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**ADVISOR - ADVISSEE PROGRAM**

The Detroit Country Day Upper School Advisor-Advisee Program has been set up to provide each of its students with a faculty mentor who can offer information and advice about academic, personal, scheduling, career and college selection questions. The advisor, who acts as a liaison between parents, teachers and administration, provides feedback on academic and/or personal issues including scheduling and disciplinary matters. The advisor also provides emotional support for the student and monitors his/her daily academic progress. Parents can contact the advisor with questions or concerns relative to their own child or school policy. In turn, the advisor is the school’s liaison to the parents through scheduling conferences, transmitting information from teachers and maintaining contact with regard to academic and disciplinary measures. This three-way communication network – advisor – advisee – parents – forms an essential component of Detroit Country Day’s commitment to providing personal care and attention to each of its students. The advisor provides a safety net and acts as an advocate for students and parents allowing for personal contact, individualized attention and face-to-face conferences.

The Advisor-Advisee Program functions as the heart of the school, pumping life into the entire system. The advisee knows that someone is interested and concerned and that he/she belongs to a group. This feeling of belonging and sense of individual identity provide comfort and security and the ripple effect permeates and enhances the climate of the school. The Advisor-Advisee Program provides the opportunity for personal interaction, but also frequently becomes the basis for the formation of lasting friendships. The relaxed social nature of advisory allows students from different backgrounds to interact and to initiate friendships and relationships built on trust, comfort, and community.
Typically, advisory groups meet on Wednesday mornings prior to the all school assembly. Additionally, the advisory groups meet once or twice a month on Thursdays. Agendas are provided for the Thursday meetings. Agendas are chosen to bond advisor/advisee groups, to be a springboard for further discussion, to enhance values and character development, and to allow the advisor to know his/her advisees better. Each year, returning Upper School students are given the opportunity to select a faculty member whom they trust to serve as their advisor for the school year.

Possible advisor/advisee group or individual activities:
- Discuss a school issue
- Discuss study strategies for exams
- Have a seasonal celebration
- Incorporate the character education topics
- Review goal comments and grades
- Provide strategies for conflict resolution
- Share a special lunch or treat
UPPER SCHOOL ATHLETICS

In sports, as in studies, students are expected to meet basic requirements and are given a wide choice in broadening and deepening their physical development skills, interests and dedication.

Physical Examinations
Athletic participation is a Country Day requirement and therefore it is mandatory that every student in Grades 6 through 12 have a new health physical annually. This health form requirement is also mandated by the Michigan High School Athletic Association. Physicals and emergency forms must be completed and signed by both physician and parent and returned to the academic office on the Thirteen Mile Campus prior to pre-season athletic camps and athletic practice sessions, but no later than the first week in August.

Immunization Requirements
According to the Michigan Health Code, every student, pre-kindergarten through grade 12, must have on file at the school a physical examination form, complete with evidence the immunization requirements have been satisfied, signed by a physician. New students who do not have the proper health forms on file with the school nurse after the first week of classes will be subject to school sanctions.

Emergency and Medication Forms
The combined emergency and medication form must be submitted to the Upper School academic office by August 1st. Parents must provide information regarding back-up emergency numbers, health insurance carrier and policy numbers and information concerning diabetes, asthma and allergies (bee stings, medication allergies, etc). Specific instructions as to care needed, including medication, must be thoroughly transcribed on this form. Upon completion, the form must be signed by consenting parents or guardians, and the doctor prescribing treatment and medication. If the student may need over-the-counter medication or a prescription medication during school hours or on field trips (including athletic team trips), the prescribing doctor and parent/guardian must also sign the form.

Students may keep medication in their lockers or on their person but should not share medication with other students. This includes asthmatics who use inhalators on an “as needed” basis. These instructions must be ordered and signed by a physician on the emergency medication form. The procedure for giving medications to students in school is mandated by the Michigan State Medication Law which Country Day strictly enforces. To satisfy safety and liability precautions, teachers and coaches will take copies of these forms and a first-aid kit with them to all off-campus events. The parents'/guardian's signature on the form gives the school permission to have their child treated at the nearest hospital in case of severe emergency.

Participation Requirements
Every student, if physically able, participates in athletics. Even those who have been physically disabled are expected to attend practices and games of their teams, unless expressly excused from the requirement by the athletic director upon a physician’s medical recommendation. Students are excused from athletic practices for one week between athletic seasons.

Students who are medically excused prior to the beginning of a season must still attend practices and assist coaches in their respective sports unless excused by the athletic director. Students with a doctor’s note for wearing athletic shoes instead of dress shoes may not participate in athletic practices or games but must attend the event. Exceptions to this medical excuse policy will be handled through the athletic and school directors.
Detroit Country Day School students are required over their four years at the Upper School to earn seven (7) blue points from an extensive list of athletic and non-athletic choices listed below. Our school's tradition of "a strong mind in a strong body" has been built on the foundation of having every student in our college preparatory curriculum participating in our distinguished athletic programs. Besides the plethora of choices of athletic activities, there are non-athletic choices that provide additional opportunities for students to experience community in unique ways.

**DCDS Athletic Program Blue Point Choices:**

The DCDS athletic program is committed to developing a competitive and collaborative spirit, individual technical skills, knowledge of sport specific tactics and strategies and an understanding of the importance of mental and physical conditioning within every student participant. In addition, student athletes are expected to experience the value of teamwork, fulfill their responsibilities to the team and the school they represent and to demonstrate good sportsmanship in their ongoing pursuit of excellence.

<table>
<thead>
<tr>
<th>Fall Season</th>
<th>Winter Season</th>
<th>Spring Season</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football (JV&amp;V)</td>
<td>Basketball (FR, JV&amp;V)(M)</td>
<td>Lacrosse (JV&amp;V)(M)</td>
</tr>
<tr>
<td>Soccer (RES, JV&amp;V)(M)</td>
<td>Basketball (FR, JV&amp;V)(W)</td>
<td>Lacrosse (JV&amp;V)(W)</td>
</tr>
<tr>
<td>Golf (JV&amp;V)(W)</td>
<td>Swimming &amp; Diving (V)(M)</td>
<td>Track &amp; Field (JV&amp;V)(M)</td>
</tr>
<tr>
<td>Cross Country (JV&amp;V)(M)</td>
<td>Cheerleading (V)</td>
<td>Track &amp; Field (JV&amp;V)(W)</td>
</tr>
<tr>
<td>Cross Country (JV&amp;V)(W)</td>
<td>Skiing (JV&amp;V)(M)</td>
<td>Softball (JV&amp;V)(W)</td>
</tr>
<tr>
<td>Swimming &amp; Diving (V)(W)</td>
<td>Skiing (JV&amp;V)(W)</td>
<td>Baseball (JV&amp;V)(M)</td>
</tr>
<tr>
<td>Field Hockey (JV &amp; V)(W)</td>
<td>Snowboarding (JV&amp;V)(M)</td>
<td>Soccer (JV&amp;V) (W)</td>
</tr>
<tr>
<td>Cheerleading (V)</td>
<td>Snowboarding (JV&amp;V)(W)</td>
<td>Tennis (JV&amp;V)(W)</td>
</tr>
<tr>
<td>Tennis (JV&amp;V)(M)</td>
<td>Ice Hockey (V)(M)</td>
<td>Golf (JV&amp;V)(M)</td>
</tr>
<tr>
<td>Volleyball (FR, JV&amp;V)(W)</td>
<td>Ice Hockey (V)(W)</td>
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<tr>
<td>Mountain Biking (V)(M)</td>
<td>Bowling (JV&amp;V)(W)</td>
<td></td>
</tr>
<tr>
<td>Mountain Biking (V)(W)</td>
<td>Bowling (JV&amp;V)(M)</td>
<td></td>
</tr>
<tr>
<td>Ultimate Frisbee (V)(M)</td>
<td>Figure Skating (V)</td>
<td></td>
</tr>
<tr>
<td>Ultimate Frisbee (V)(W)</td>
<td>Dance (V)</td>
<td></td>
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</tbody>
</table>

Seniors (students in grade 12) must participate in at least one athletic season chosen from those offerings listed above to fulfill the minimum blue point graduation requirement.

Juniors (students in grade 11), sophomores (students in grade 10) and freshmen (students in grade 9) must participate in two athletic seasons from the choices listed above **OR** participate in one athletic and one non-athletic activity (choices listed below) to fulfill the minimum seven (7) blue point graduation requirement.
**DCDS Non-Athletic Blue Point Choices:**
Students may choose to participate in a non-athletic activity which meets on a daily basis at a time when a student would otherwise participate in the athletic program. These choices are an excellent opportunity to expand a student’s view of themselves while participating in an activity that challenges them in a different way.

<table>
<thead>
<tr>
<th>Fall Season</th>
<th>Winter Season</th>
<th>Spring Season</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama Production</td>
<td>Drama Production</td>
<td>Drama Production</td>
</tr>
<tr>
<td>Musical Production</td>
<td>Musical Production</td>
<td>Forensics</td>
</tr>
<tr>
<td>Debate</td>
<td>Debate</td>
<td>Robotics</td>
</tr>
<tr>
<td>Science Projects</td>
<td>Science Projects</td>
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<tr>
<td></td>
<td></td>
<td>Robotics</td>
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</tbody>
</table>

**Team Member Selection:**
Detroit Country Day School provides students with many choices to fulfill “blue point” graduation requirements. While many of the athletic and non-athletic activities accept all students who seek to participate, there are certain activities that limit participation due to physical limitations of facilities; therefore, students may be required to compete for positions. In the event that a student does not qualify for a position, the student may select another athletic activity in the same season or fulfill the athletic participation requirement in another season.

**“Grandfather” Clause Stipulation:**
Students in the graduating class of 2011 may elect Strength and Conditioning Class to fulfill one of the required “blue points.” Students in the graduating class of 2011 who have previously earned “blue point” credit by participating in “off-campus sports” may continue to fulfill the requirement with the approval of the athletic director.

**National Caliber Exceptions to the “Blue Point” Requirement:**
Students who excel in a particular sport may seek permission to be exempted from the school’s athletic requirement. Such exemptions may be granted annually by the headmaster provided the student shows proof of the following:

- Evidence of national or international ranking or participation on a national level team;
- Evidence of national or international level competition;
- Evidence of daily practice, training and competition schedules that would otherwise preclude participation in the school’s athletic program.

The student must submit a letter accompanied by supporting documentation requesting an exemption from the school’s athletic requirement to the headmaster on or before August 31st of each school year.

**School Attendance Prior to Athletic Contests:**
Student athletes are required to attend all classes in order to participate in interscholastic contests and athletic practices. Student athletes who expect to participate in weekend interscholastic contests and athletic practice must be in school the previous school day. Exceptions to this policy, including excused absences, must be approved in writing by the Upper School director and presented by the student athlete to his/her coach prior to participation.

**Interscholastic Athletic Contests:**
Country Day is a member in good standing and abides by the rules of the Michigan High School Athletic Association (MHSAA). Country Day teams compete as independents, rather than with any league affiliation. Scrimmages and games are scheduled with area public, parochial and independent schools. At times, teams will travel to compete with opponents in other areas of Michigan and out of state. All varsity teams also participate in the MHSAA sponsored post-season state championship competitions.
When traveling to away contests, if not in game uniforms, students are required to dress in regular Country Day attire. For all away athletic contests, students are to conduct themselves according to Country Day standards of behavior as outlined in this handbook. Coaches are responsible for enforcing these policies.

Since there are no physical education classes offered during the academic day students receive their physical education credit by participating in the after school athletic program. In athletics, as in studies, DCDS students are required to meet basic requirements and are offered a wide variety of sport and fitness options. In all programs the focus is on broadening and deepening physical and skill development, a competitive spirit and a lifelong appreciation for health and fitness.

Every student, if physically able, participates in athletics. Even those who are physically disabled or have been injured are expected to attend practices and games as a member of a team, unless given a written exemption from the office of the athletic director.

Detroit Country Day School is a member in good standing of the Michigan High School Athletic Association and willingly abides by all their policies and procedures, and participates in their postseason tournaments. In addition, Country Day is a member of some state and Midwest associations in sports that are not sponsored by the MHSAA.

The graduation requirement for athletics is seven “blue points.” A student receives one blue point for each season of after school athletics that he/she successfully completes. Blue point credit is not automatic, and is granted on the recommendation of the coach in consultation with the athletic director. Freshmen, sophomores and juniors are required to earn at least two blue points per academic year, one of which must be in an interscholastic sport. The requirement for seniors is one blue point. This requirement must be satisfied by participation on an interscholastic sport team. An interscholastic sport team is defined as a school funded athletic team representing Detroit Country Day 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. A blue point can also be earned by participating in some other after school non-athletic activities such as debate, science project, theatre productions, drum corps and forensics, provided it is approved in advance by the athletic director.
**Character Development Initiatives**

Woven into the fabric of the Detroit Country Day experience are our Character Education Initiatives. Our objective is to teach children the core human values of trust, courage, responsibility and respect. In a nurturing environment, children are encouraged to become morally responsible and self-disciplined citizens. Problem solving, decision making and conflict resolution are important parts of developing moral character. Community service along with service learning is an integral part of our DCDS character initiative. Through role playing, peer group discussions and in an environment of community building, students will grow in their understanding of how their decisions affect themselves, others and the greater communities in which they participate. Whether in the classroom, advisory groups, on the athletic field or engaged in the Fine and Performing Arts, the core values of our character initiatives are reinforced throughout the PreK3-12 experience.

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**Clubs and Extracurricular Activities**

Activities at Country Day are an integral part of a student’s education. Because textbook knowledge is useful to the student who possesses the motivation to apply it, diverse opportunities are provided for students to learn how to handle meaningful responsibility. Both athletic and non-athletic activities are important vehicles to carry out this duty in the education of young people.

Gold point activities are those that emphasize skills, social interaction and self-discovery. To ensure student involvement and self-growth, a student must earn a minimum of one gold point per semester to fulfill graduation requirements.

The following activities are representative of those that are offered most years. The talents and interests of our students and faculty create an ever evolving set of club offerings designed to meet the needs of our students.

<table>
<thead>
<tr>
<th>Clubs</th>
<th>Environmental</th>
<th>Metals - Jewelry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Games</td>
<td>Forensics</td>
<td>Model United Nations</td>
</tr>
<tr>
<td>Art Service</td>
<td>Free Lance</td>
<td>Newspaper: Photo &amp; Graphics</td>
</tr>
<tr>
<td>Astronomy</td>
<td>French Club</td>
<td>Off-the-Wall</td>
</tr>
<tr>
<td>Backgammon</td>
<td>German Club</td>
<td>Outdoors Club</td>
</tr>
<tr>
<td>Bella Voce (Choir)</td>
<td>Guitar</td>
<td>Parlor Games</td>
</tr>
<tr>
<td>Ceramics</td>
<td>International Theatre Society</td>
<td>Philosophy</td>
</tr>
<tr>
<td>College Counseling</td>
<td>Investment Club</td>
<td>Quilting</td>
</tr>
<tr>
<td>Community Service</td>
<td>Jazz Band</td>
<td>Quiz Bowl</td>
</tr>
<tr>
<td>Compute Explorations</td>
<td>Junior Classical League</td>
<td>Robotics</td>
</tr>
<tr>
<td>Day Times Newspaper</td>
<td>Junior Statesmen of America</td>
<td>Science Olympiad</td>
</tr>
<tr>
<td>Destination Imagination</td>
<td>Magic Cards</td>
<td>Science Research</td>
</tr>
<tr>
<td>Digital Filmmaking</td>
<td>Math Competitions</td>
<td>Song Writing</td>
</tr>
</tbody>
</table>
Spanish Club
Spectrum Creative Writing
Sports Video
String Chamber Ensemble
Student vs. Destructive Decisions
Tolkien Society
Yearbook
Youth in Government

Special Events, Field Trips and/or Competitions

ACS – Chemistry Olympiad
American Math Competition
Celebrate the Arts
Civil War Trip
Isle Royal National Park
Boesky Book Prize Competition
Eye Line Art Publication
Field Trip to DIA
Field Trip to The Henry Ford
Field Trip to Wayne County
Circuit Court
French National Contest
German National Contest
Harvard Biology Exam
International Theatre Society
Junior Science and Humanities
Symposium
MAEA Regent and State
Metropolitan Detroit Science Fair
Michigan Math Prize Competition
MI Social Studies Olympiad
Michigan State Science Fair
MSBOA Festival
MSVMA Festival
Musical Theatre Production
National History Day History
National Latin Exam
National Peace Essay Contest
National Science Olympics
National Spanish Exam

Non-Musical Productions
Physics Olympiad
Scholastic Art Show
School Concerts
Science Olympics
Student Drama Directed Projects
TEAMS Competition
Technical Production Crews
Trip to France
Trip to Pigeon River State Forest
Trip to Quebec, Canada
Trip to Spain
UM – Flint Field Day
Women’s Math Luncheon

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**COLLEGE COUNSELING**

As a college preparatory high school, Detroit Country Day School is dedicated to providing our students with academic, athletic, extracurricular and service experiences that will enhance their lives and prepare them for their future goals in college and beyond. From the fall of the freshman year through graduation, our college counselors, faculty advisors and coaches work together in providing a broad range of services, programs and opportunities to ensure each student has an enriching daily experience as he or she builds an academic and personal record of distinguished achievement.

With a noted history of 100% four-year college placement, our graduates enroll in colleges and universities from coast to coast and internationally. While our admission rates to the most selective colleges, including the Ivy League, are significantly above the state and national averages, our pride is in the successful matching of each student to colleges that meet his or her unique goals, needs and criteria. This highly personalized process begins in the freshman year and continues through graduation. While our focus is student centered, the eventual choice of college enrollment is a family decision. Our highly interactive program allows students and parents to be involved in this exciting process. Three college counselors, a counselor for early high school success and a full-time administrative assistant work under the umbrella of college counseling. All of our counselors hold master's degrees and have worked in both collegiate and high school settings bringing the valuable perspectives and experiences of both sides of the college admissions process. Active in state, regional and national professional associations, including the National Association for College Admission Counseling (NACAC), College Board and American College Testing, our counselors stay on top of the latest information, technology and trends. We maintain an active College Counseling website and, through our laptop computer program, provide the latest in computer-based information and applications. Counselors and students are able to communicate well past school hours through school e-mail. Every year, each college counselor visits select college campuses to bring first hand information to the students about the academic and social atmosphere, the facilities and the surrounding community of colleges throughout the country.

Early in the fall of the freshman year, students and parents are invited to attend the Freshman College Night. This program explains how to build an academic and personal record of achievement a day at a time throughout high school. We also out-
line our programs and services for their freshman year and beyond. Early high school success is the foundation for an overall positive school experience. We have a counseling professional who is specifically dedicated to programs and activities that help insure our underclassmen make a smooth and positive transition to high school. The following pages provide a sample of activities sponsored by college counseling, starting with the freshman year.

Our goal is to provide our students with personalized counseling and services to assist them in having a fulfilling high school experience that will prepare them for college and future success. Our interactive program changes and expands to match the needs of our students’ families and the evolution of college admissions. Our program’s success is based on the satisfaction of the students we serve.

**Freshmen**

- **Freshmen College Night** — Overview of programs and services available to freshmen and an outline of our four-year college-counseling plan.
- **PLAN Test** — A practice ACT geared for early high school students to gain practice and comfort in taking standardized tests.
- **Myers Briggs Type Indicator** — A voluntary assessment that, based on student responses, indicates personality preferences and values that may assist students in understanding their learning and work styles and how they interact with others.
- **Campbell Interest and Skill Survey** — A voluntary assessment that may assist a student in learning how his/her skills and interests relate to collegiate studies and careers.
- **Lunch Seminars** — Our counselors and guest speakers will present workshops of special interest to our freshmen and sophomore students geared to enhance their academic and overall school experience.
- **Quarterly Newsletters** — Newsletters that address topics, activities and opportunities that would be of interest to our freshmen, sophomores and their parents.
- **Summer Programs and Opportunities** — Assist students in identifying various educational, artistic, athletic and service programs to enhance their educational and personal lives.

**Sophomores**

- **PSAT** — A practice SAT exam that, like the PLAN test, provides students experience in taking standardized tests similar to college entrance exams. Counselors review the results with each student, upon request, and assist the student in understanding his/her scores and, where appropriate, build a plan to shore up any weak areas.
- **Myers Briggs Type Indicator** — (if not taken as a freshman).
- **Campbell Interest and Skill Survey** — (if not taken as a freshman).
- **Quarterly Newsletters** — Newsletter series that addresses topics of interest for sophomores.
- **Lunch Seminars** — Hour-long seminars on selected Mondays of each month cover a range of helpful and interesting topics for students and parents. Some of the topics that are geared to our underclassmen include test-taking skills, summer opportunities and planning college campus visits.
- **Summer Programs and Opportunities** — Assist students in identifying various educational, artistic, athletic and service programs to enhance their educational and personal lives.

**Juniors**

- **Junior College Night** — College preparation and planning takes on a more significant role in the lives of our junior students. Guest speakers from nationally recognized colleges and universities are invited to share information about the college selection, application and admission process. A useful Junior College Counseling Handbook, developed specifically for our students, will be provided at this program.
- **Junior Appointments** — Students and their parents work closely with their college counselor on developing appropriate criteria for selecting colleges. This ongoing interaction will cover college selection, college entrance testing, college visits, special interests such as performing arts, fine arts and athletic pursuits, application process, essay writing, financial information and scholarships.
Lunch Seminars — Topics that will be of special interest to juniors include: how to plan a successful college visit; college athletic eligibility - the NCAA Clearinghouse; DCDS college alumni panels - the real perspective on college life; the admissions committee case studies of college applications and admission decisions; and summer programs.

PSAT — Repeated in the junior year, the October PSAT is an excellent tool for preparing for college entrance exams, the SAT and/or ACT, in the second half of the junior year. This test may also qualify top scoring students for the National Merit Scholarship Program.

Quarterly Newsletters — These newsletters will address topics of importance to juniors.

Summer Programs and Opportunities — During the summer of the junior year, many of our students use this special time to explore opportunities offered at many colleges across the country as well as other programs internationally.

Seniors

Senior College Night — This important program reviews a wide range of information regarding the college application process. The tactical, practical and personal aspects of applying to college will be reviewed. The Senior College Counseling Handbook developed, for our students, will be provided as a reference guide and resource.

Senior Appointments — Continued one-on-one and family college counseling continues throughout the year, directed by the needs of the student.

Visiting College Representatives — Over 100 college representatives visit during the fall semester to share information and answer student questions.

Quarterly Newsletters — Address topics of importance for seniors.

Financial Aid and Scholarship Research and Assistance — Assistance on locating and determining eligibility.

Lunch Seminars — Include workshops on essay writing, college interview skills, financial aid, senior transition and college life, among other important topics.

A Personalized Letter of Recommendation — Prepared by each student’s college counselor highlights the student’s unique accomplishments, special talents and other important information to assist colleges in knowing the strengths and unique characteristics of the student.

Programs & Services:

• Individualized counseling in Grades 9 through 12
• Career advising and assessments available to students at all grade levels
• Nationally standardized practice college entrance testing (PLAN/PSAT) is administered at all grade levels
• Workshops on topics relevant to high school success and college preparation
• College Night programs for every grade level focusing on information that is pertinent to college planning for those students
• Newsletters and electronic communications to insure student awareness of information and activities that relate to college planning, preparation and transition to college
• Coffee with the College Counselors-monthly morning meeting for parents to ask questions and discuss topics of interest regarding college preparation
• Representatives from colleges across the country visiting DCDS to provide information to college counselors and seniors
• One on one College Counseling with junior, follow up meetings with student and parents and continued individual support through the senior year
COMMUNITY SERVICE

Community service is an important component of the Country Day experience. Students participate in 10 hours (two white points) of community service each school year. Freshmen and sophomores may complete all hours participating in on-campus activities. Juniors must complete at least three hours and seniors, five hours of service in off-campus activities. All students are encouraged to participate in off-campus opportunities.

Understanding that student schedules are often very busy during the academic year, students are permitted and encouraged to participate in volunteer activities during the summer and need to submit those hours by the end of September. If the volunteer activity is off campus, the student must acquire a letter of verification from the sponsor of the activity. This letter should include the 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.

Throughout the year, the Community Service Club sponsors a number of on- and off-campus community service opportunities. In addition, the following activities are a representative sampling of appropriate community service activities.

Community Service - White Points

On Campus
- Admission Host/Hostess
- Class Board (5 hour max)
- Disciplinary Review Board (5 hour max)
- Student Council (5 hour max)
- Peer Tutor
- Athletic Assistants (i.e. ball person, ticket sales, chain gang, scorekeepers)
- Auction

Off Campus
- Assist the elderly (repairs, yard work, etc.)
- Camp Assistants
- Food Banks
- Library Page
- Park Clean-Up
- Soup Kitchens
- Tutoring

Note: Completing a job for payment is not community service.

DRESS CODE

Dress regulations in the Upper School focus on neat, clean clothing in good taste that avoids extremes and fads, and is consistent in spirit and in letter with the standards, philosophy and style of the school. Students should arrive in the building in the morning properly attired. Blazers or sweaters must be worn in the halls and at lunch unless announced otherwise by the Upper School director. Any student who is not in proper attire is to see a dean before the school day begins for a dress code pass. Failure to do so will result in disciplinary action.

The premise of the concern of the school is one of values and character development. It emphasizes that dress, make-up and jewelry are not as important as the character of the individual. Good character development and maturity require an appropriateness of dress, which in this case the school defines as part of its training and educational responsibilities.

Upper School - Men

Official Uniform – Color Day Attire
(Color Day attire is required every Thursday and on other special occasions as announced).
- School blazer with Country Day crest; uniform white shirt with Country Day monogram and official school tie
- Gray dress pants with Country Day monogram **worn with a belt.** (Dress pants are defined as ankle length slacks designed to have a crease and no more than two front or back pockets).
- Dress shoes. Birkenstock shoes would be considered acceptable.
- Solid dark or plain, solid-white dress socks
- Optional – **solid** navy blue sweater / vest under the blazer
- **Unacceptable attire:** Any other colored sweater except navy blue; gray corduroy or cotton “wash” pants; boots of any kind; and hats.

**Official Uniform – Regular School Dress**
(Regular school dress is worn daily except Thursday and at such official school events as plays, field trips, concerts and banquets, whether they occur on or off-campus, and at school sponsored evening events such as college nights for freshmen, sophomores, juniors, and seniors).

- Khaki pants with Country Day monogram **worn with a belt**
- The school blazer or letter sweater
- White or blue uniform shirt with Country Day monogram and school or regular tie
- Dress shoes and solid-colored socks. Closed toe/open heel shoes are acceptable. Birkenstock shoes would be considered acceptable.
- **Optional – solid** colored sweaters or sweater vests may be worn underneath the school blazer; they must be: **navy blue, black, or grey. Not acceptable:** white sweaters / vests, striped sweaters / vests, or argyle sweaters / vests.

**Please Note:**
- **All Upper School students must possess an official Country Day blazer with Country Day crest.**
- **Country Day letter sweaters** may be worn in place of the school uniform blazer on any day of the week and for other official functions; exceptions include graduation, senior yearbook portraits, the honors convocation, and certain other formal gatherings as established by the Upper School director that require the official blazer to be worn.
- Athletic teams must receive pre-approval from a dean for any type of team outerwear that would be worn on contest days, excluding color day, to promote team pride.
- **Blazers or sweaters** must be worn in the halls and at lunch unless announced otherwise by the Upper School director.
- **Appropriate outerwear** is limited to the school blazer or the Country Day letter sweater. Outerwear is not acceptable.
- **Students should arrive in the building in the morning properly attired.** Any student who is not in proper attire is to see a dean before the school day begins for a dress code pass. Failure to do so will result in disciplinary action.
- **Unacceptable attire:** ripped or crumpled blazers, t-shirts, hats, shirts that are untucked, sweaters tied around the waist, denim of any sort, non-Country Day fleece apparel, hooded or pullover sweatshirts, flannel, golf or rugby shirts, turtlenecks under uniform shirts, gym, or boot-like shoes, open-toed shoes.
- Winter boots like Wolverine boots may be worn to school. You must wear regular dress shoes once you are here. Scarves, outdoor coats, gloves/mittens, and hats need to be placed in your locker when arriving at school.

**Upper School - Women**

**Official Uniform – Color Day Attire**
(Color Day attire is required every Thursday and on other special occasions as announced).

- Official school blazer with crest;
- Official uniform white blouse with Country Day monogram
- Official gray skirt or gray dress pants with Country Day monogram
- Dress shoes with heels no higher than 2” or closed toe/open heel shoes. Birkenstock shoes would be considered acceptable
- Solid **dark** or plain, solid-white dress socks or navy blue, natural or gray colored nylons
- Optional – **solid** navy blue sweater or DCDS sweater vest under the blazer.
- **Unacceptable attire -** Any other colored sweater except navy blue; gray corduroy or cotton “wash” pants; boots of any kind; hats; any spandex or Lycra pants.

**Official Uniform – Regular School Dress**
(Regular school dress is worn daily except Thursday and at such official school events as plays, field trips, concerts, and banquets, whether they occur on or off-campus, and at school sponsored evening events such as college nights for freshmen, sophomores, juniors, and seniors.)

- Khaki pants with Country Day monogram and the school blazer or letter sweater.
- Choice of gray, navy or khaki skirt
- White or blue blouse with Country Day monogram

2010-2011 Curriculum and Programs Guide
Navy sweater vest with Country Day crest/logo
Knee or ankle solid dark or white dress socks or navy blue, natural or gray colored nylons
Dress shoes with heels no higher than two-inches or closed toe/open heel shoes. Birkenstock shoes would be considered acceptable.
Optional solid colored sweaters or sweater vests may be worn; they must be: navy blue, black or grey. Not acceptable: white sweaters/vests, striped sweaters/vests or argyle sweaters/vests

Please Note:
All Upper School students must possess an official Country Day blazer with crest.
Country Day letter sweaters may be worn in place of the school uniform blazer on any day of the week and for other official functions. Exceptions include graduation, senior yearbook portraits, the honors convocation, and certain other formal gatherings as established by the Upper School director that require the official blazer to be worn.
Athletic teams must receive pre-approval from a dean for any type of team outerwear that would be worn on contest days, excluding color day, to promote team pride.
Blazers or sweaters must be worn in the halls and at lunch unless announced otherwise by the Upper School director.
Appropriate outerwear is limited to the school blazer or the Country Day letter sweater. Outerwear is not acceptable.
Students should arrive in the building in the morning properly attired. Any student who is not in proper attire is to see a dean before the school day begins for a dress code pass. Failure to do so will result in disciplinary action.
Unacceptable attire: ripped or crumpled blazers, jumpers, dresses, any spandex or Lycra pants, t-shirts, hats, shirts or blouses that are un-tucked or immodestly unbuttoned, sweaters tied around the waist, denim of any sort, non-Country Day fleece apparel, hooded or pullover sweatshirts, flannel, golf or rugby shirts, turtlenecks under uniform shirts, mini-skirts or skirts with ruffles or slits that are above the knee, culottes, gym, or boot-like shoes or open-toed shoes, sequined or patterned hose, or wildly patterned or outlandishly-colored socks.
Winter boots like Uggs may be worn to school. You must wear regular dress shoes once you are here.
Scarves, outdoor coats, gloves/mittens, and hats need to be placed in your locker when arriving at school.

Casual Dress
The acceptable dress for casual days will be announced and communicated via email. Bare midriffs, bare shoulders, immodest necklines or short shorts or skirts are not acceptable.

Casual dress may not be worn for on campus or off-campus competitions and field trips unless specifically authorized by the Upper School Director.

Grooming
As with the dress regulations, the focus of grooming is on neatness, cleanliness and good taste that avoids extremes and fads, and which is consistent in spirit and in letter with the standards, philosophy and style of the school. Wigs may not be worn by either boys or girls unless warranted for health reasons. These guidelines apply at all times including casual days.

Men:
From the opening day of school on, hair must be shaped to the head and trimmed so that the hair is no longer than the mid-collar, preferably with some of the ear exposed. Hair is to be tapered at the sides and neck and must avoid bizarre styling and artificial color. If hair is to be worn over the forehead, it is to be cut above the eyebrows. No mustaches or beards are allowed. Sideburns should not extend below the earlobe nor onto the cheek. Boys must be clean-shaven at all times. Medical exemptions for shaving will no longer be accepted by the school. Earrings are prohibited on campus or at off-campus school events.

Women:
Hair must be maintained so that it is neat and well groomed at all times, avoiding bizarre styling and artificial color. Make-up may be used moderately and in good taste. Excessive or bizarre jewelry, including multiple pierced earrings, that is designed for formal occasions or that attracts undue attention is not permissible.